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ABSTRACT

This guide is intended to serve as a reference and procedural tool for use by state and local decision makers in guiding existing and future public education-based job placement efforts in Michigan. The first section gives an overview of job placement in Michigan public education and the rationale for public education-based job placement; it also discusses what public education-based job placement is and whom it served. Discussed in a section on program operation are the following topics: an operational model for public education-based job placement, goals and objectives for coordinated job placement, a description of operational system components, relationships of job to agency resources/personnel, personnel alternatives for delivering job placement, identification of potential agencies for delivery of support services, job placement delivery system models, and staff qualifications and competencies. The third section, which deals with program review and planning strategies, outlines a review and planning procedure and provides a facilitator's activity planning sheet and status study master questionnaire. Appendixes contain a glossary of relevant terms, a chronology of significant events, and excerpts from relevant legislation. (MN)

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COORDINATED DELIVERY OF JOB PLACEMENT IN MICHIGAN

REFERENCE GUIDE

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SECTION I - INTRODUCTION AND OVERVIEW

Consists of:

- Statement of Purpose
- An Overview of Job Placement in Michigan Public Education
- A Rationale for Public Education-Based Job Placement
- What Public Education-Based Job Placement is and Who it Serves

STATEMENT OF PURPOSE

Formalized job placement has been provided by some Michigan education agencies for over a decade. State and federal financial support for job placement, coupled with a state commitment to provide leadership and technical assistance to local education agencies, has been a significant impetus in providing youth and adults with help in making the transition from formal education to employment.

While a number of job placement efforts have produced guideline materials for use by local agencies in Michigan, no plan exists for directing future job placement efforts. This Reference Guide is, therefore, intended to be a referential and procedural tool for use by local and state level decision-makers to guide public education-based job placement efforts for the 1980's and beyond.

The following specific purposes of this guide are:

A. To define the meaning and scope of public education-based job placement.

B. To identify the target population to be served by public education-based job placement.

C. To provide alternative models for the delivery of job placement.

D. To define the roles of agencies and personnel providing public education-based job placement.

E. To provide direction for implementing public education-based job placement in all areas of the state.

F. To provide the basis for state level programming and resource allocation.

G. To provide a vehicle for increasing the awareness and understanding of job placement needs.

AN OVERVIEW OF JOB PLACEMENT IN MICHIGAN PUBLIC EDUCATION

Job placement, as a transitional service from school leading to employment, has always been associated to some extent with the educational process. Initially when public education agencies assumed only the role of providing programs that developed saleable skills, job placement assistance was provided by a few interested instructors, counselors, and administrators who were aware of jobs in their community. This type of informal assistance was provided to students on request. Many educators viewed the job placement role of public education agencies as supplementary to the assistance provided by friends, relatives, public agencies, and community-based organizations.

More recently, however, many public education agencies have formalized the delivery of job placement. Formalized job placement resulted from a number of forces which merged during the 1970's. When public educators, policymakers, and planners were faced with the problem of high youth unemployment and large numbers of competent graduates, they recognized the need to participate in providing job placement.

Formalized, comprehensive job placement, which matches eligible clients with jobs and provides a number of support services to improve the potential to gain and retain employment, was expanded during the middle and late 1970's through collaboration with community and public job placement agencies. This linkage of schools, community, and public agencies permitted the coordination of services and activities so that:

1. Duplication of services and activities has been reduced.
2. Job information is shared.
3. Eligible clients have access to a broader spectrum of services.
4. Resources are conserved and used more appropriately.

A RATIONALE FOR PUBLIC EDUCATION-BASED JOB PLACEMENT

Job placement is an appropriate educational function because:

1. Employment in jobs related to training or career goals is a positive accountability measure for public education.

2. Public education-based job placement is able to provide related educational experiences for the job seeker.

3. Coordination of public education-based job placement provides a variety of support which facilitates transition into the labor market.

4. School personnel are aware of the competencies, interests, and career choices of the completers and leavers which enhances the ability to facilitate a match between clients and employers.

5. School personnel are in the best position to provide training in the skills necessary to gain and retain employment.

6. Formalized coordinated job placement is better able to accommodate all eligible clients than unplanned informal job placement contacts.

7. There is federal and state legislation which encourages the provision of job placement by educational agencies (See Appendix C - Excerpts of Relevant Legislation).

STATE LEVEL PRINCIPLE, PHILOSOPHY, AND GOALS

The delivery system for public education-based job placement is based on a major principle, philosophy, and seven complementary goals.

PRINCIPLE: Public education agencies have a responsibility to provide job placement services to identified completers of vocational education at the secondary and post-secondary levels.

PHILOSOPHY: Public education agencies should provide the identified target population with services and activities including referral and job placement which will result in successful transition from education to work. To accomplish this goal, cooperation between educational agencies, the community, and public job placement agencies is essential.

GOAL I: To provide public education-based job placement which is based on a written long-range plan.

GOAL II: To coordinate public education-based job placement with public and community job placement programs within geographic labor markets.

GOAL III: To provide public education-based job placement on a year-round basis to the identified target population.

GOAL IV: To coordinate public education-based job placement with other services and programs provided by the agency.

GOAL V: To evaluate public education-based job placement on performance standards.

GOAL VI: To participate in collaborative program planning and implementation for job placement at the state level.

GOAL VII: To deliver job placement in a cost-efficient manner.

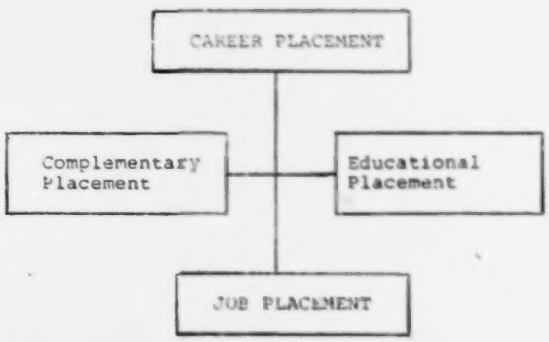
WHAT PUBLIC EDUCATION-BASED JOB PLACEMENT IS AND WHO IT SERVES

Fundamental concepts and practices must be adopted to develop and implement long-range plans for meeting the job placement needs of persons being served by public education in Michigan. This section of the plan presents information that will serve as the foundation for building a complete plan.

While the intent of this plan is to focus primarily on "job" placement, it is useful to understand how it differs from other aspects of placement commonly found in both educational and non-educational settings.

CAREER PLACEMENT is a generic term used to identify placement activities in their broadest sense and is composed of three major component parts: 1) Complementary Placement, 2) Educational Placement, and 3) Job Placement. (See Figure 1) There is a functional relationship between each of the components.

FIGURE 1



COMPLEMENTARY PLACEMENT is composed of those activities and services which assist persons in gaining specific on-the-job experiences which are part of the educational process designed to provide exposure to and/or acquaint participants with realistic job situations. These experiences usually fall into two types: 1) work experience: Short term on-site work exposure usually without pay and 2) cooperative education: an education/work technique used in vocational-technical education programs utilizing paid employment.

EDUCATIONAL PLACEMENT is that group of activities and services which provide persons with assistance in:

a) educational course and curriculum selection
b) facilitating those decisions necessary for continuing education after graduation

Educational placement also includes the assistance given to persons desiring to enter or re-enter educational programs to fulfill career and avocational goals.

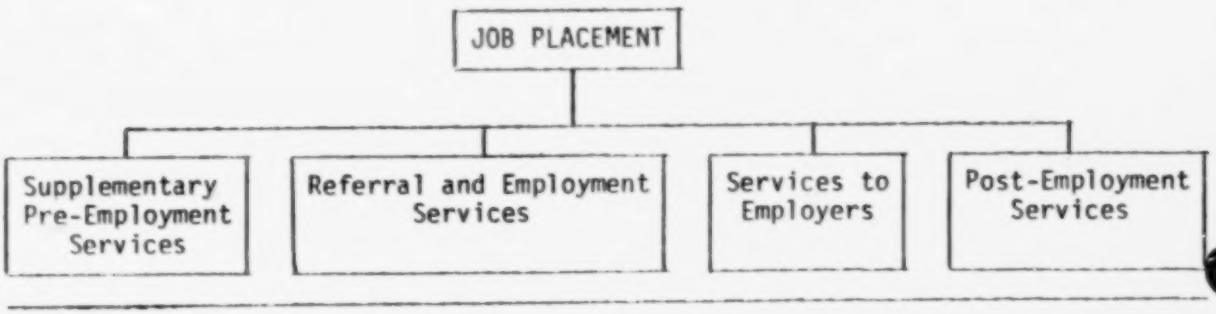
JOB PLACEMENT refers to a formal series of activities and services which facilitate the transition from education to employment. The activities and services focus on the reinforcement of an individual's skills needed to gain or retain employment related to career goals, interests, and abilities. The outcome of job placement is full-time, part-time, permanent, or temporary employment at the conclusion of or during the educational process. Job placement in an educational setting relies heavily upon the instructional and guidance program to assure that eligible clients receive vital services.

The focus of this guide is public education-based job placement. When the public education agency assumes the responsibility for coordinating the provision of job placement services to students, former students, and residents of the service area in a formalized, consistent manner as part of the total educational delivery, the delivery system is referred to as public education-based job placement. This is best accomplished through cooperation with other public sector placement agencies such as the Michigan Employment Security Commission.

Primarily, job placement services are offered to people who have been enrolled in, who have completed, or who have graduated from vocational/occupational programs. However, as financial resources allow, education agencies may also serve people who have not enrolled in vocational/occupational programs or who have not graduated. The degree to which these latter populations are served is also dependent upon their existence within the education agency's population and commitment.

Job placement is composed of four major components: 1) Supplementary Pre-Employment Services, 2) Referral and Employment Services, 3) Services to Employers, and 4) Post-Employment Services. (See Figure 2)

FIGURE 2



SUPPLEMENTARY PRE-EMPLOYMENT SERVICES prepare the applicant/client for the job search process and support the development and improvement of employability skills necessary for gaining and retaining employment. Typical basic activities and services include:

- Recruitment of applicants
- Registration of applicants
- Assessment of applicants
- Review of the Employability Development Plan
- Development of an Employment Prescription (see glossary) for each individual client
- Reinforcement of employability skill training:
  a. Job clubs
  b. Job seeking skill development
  c. Job retention skill development

- Provide employment guidance and counseling
- Assistance in career/occupational searches by applicants/clients
- Provide client credentials for use during the employment search
- Referral of clients to support services for:
  a. Personal adjustment training
  b. Work adjustment training
  c. Additional training/refresher training
  d. Work related tools or equipment
- Provide work exploration/experiences
- Implement activities to increase career options of clients

REFERRAL AND EMPLOYMENT SERVICES are activities that are ongoing and operational in nature which result in referral and employment of clients. As such, they are not all direct services to clients.

- Identification/location of job openings (job development)
- Maintenance of integrated career/occupational information system
- Maintenance of a management information system including, but not limited to:
  a. Current client file
  b. Current job file/bank
  c. Employer file
  d. Record-keeping

- Matching clients with job orders
- Referral to job opening(s)
- Verification of employment
- Special campaigns to identify job openings
- Publication of non-traditional jobs in the geographic labor market

EMPLOYER SERVICES is the component which encourages the use of public education-based job placement and assists the employer to effectively integrate employees referred by public education into the labor force. This component includes general activities which make the community aware of job placement.

- Employer account system
- Employer seminars
- Screening of clients
- Assistance with work assignment adjustments
- Recommendations to education agencies relative to changes in curriculum

- Special campaigns to identify clients for hard-to-fill positions
- Referral of clients for special certification
- Assistance with special hiring campaigns
- Provide labor and wage law information
- Collaboration with community and public agencies serving the eligible clients
- Support services for economic development efforts

POST-EMPLOYMENT SERVICES are those services provided to the employed client to improve their potential for retaining employment.

Post-employment services may be initiated by the employer, the client, or by the mutual decision of the employer and client.

The post-employment services should be provided during a predetermined period during which the case remains open.

This component includes the following:

- Referral to appropriate education-based program or community service for:
  a. Personal counseling
  b. Personal adjustment (see glossary)
  c. Work adjustment (see glossary)
  d. Skill upgrading
  e. Work assignment modification (see glossary)
  f. Work station modification (see glossary)

- Referral to and placement in alternative job opening(s)
- Verification of employment and follow-up

SECTION II - PROGRAM OPERATION

Consists of:

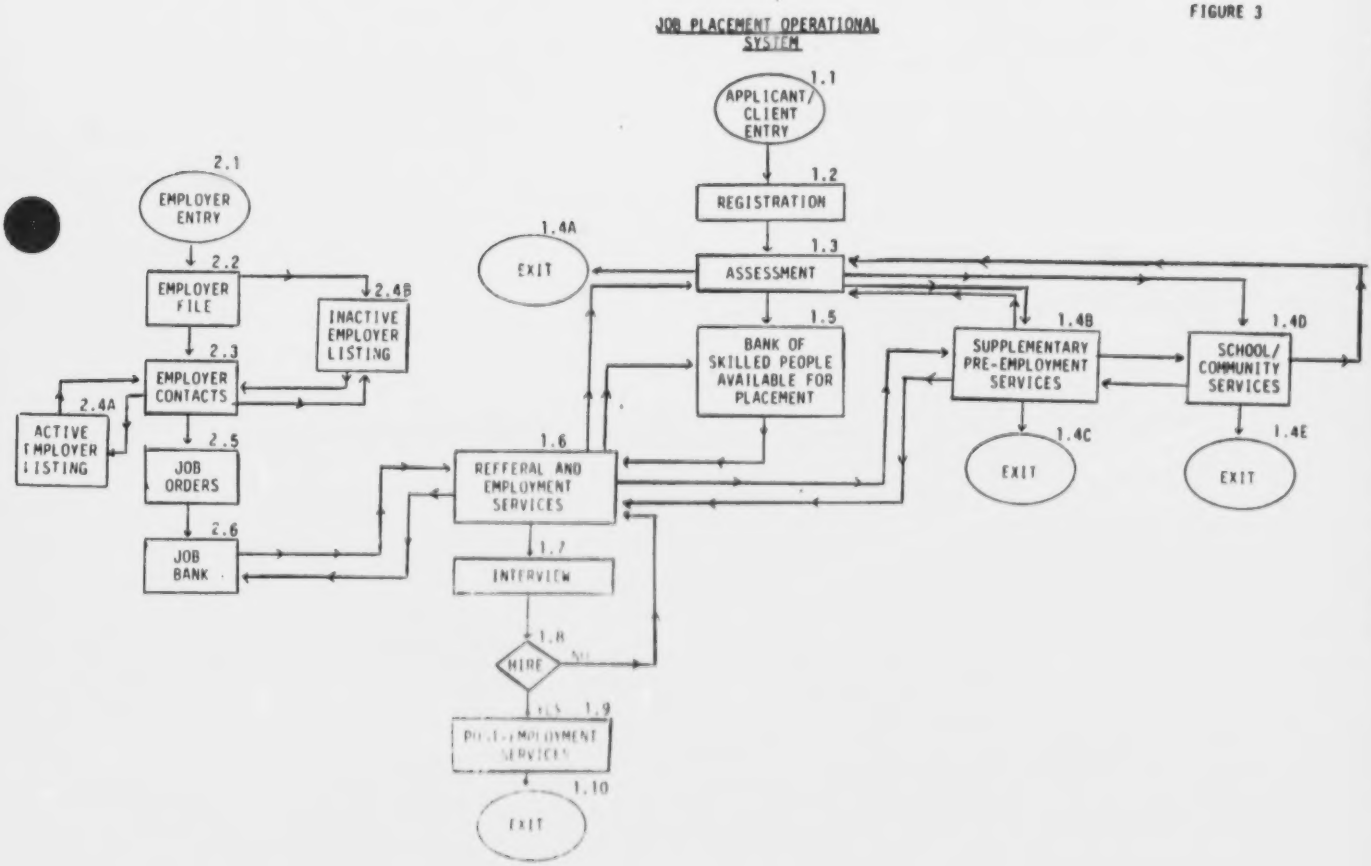
- The Operational Model
- Goals and Objectives for Coordinated Job Placement
- Description of Operational System Components
- Relationships of Job Placement to Agency Resources/Personnel
- Personnel Alternatives for Delivering Job Placement
- Identification of Potential Agencies for Delivery or Support Services
- Job Placement Delivery System Models
- Qualifications/Competencies

THE OPERATIONAL MODEL

The ideal job placement operational model will have features which allow the client to interact with other services which improve basic academic competencies, vocational/occupational competencies, work habits, and job seeking skills. The primary focus is, however, placement of the client in a job which is related to the training received. When planning for implementation, priority should be given to providing those services which increase the employment opportunities for the target population.

The operational model described in this section constitutes a comprehensive delivery system which is capable of responding to a variety of client needs. It is also designed in such a way as to have maximum capacity and flexibility to respond to the needs of the labor market as expressed by individual or multiple employers (See Figure 3). The operational model has two major focal points: a) collaboration within education agencies and b) incorporation of linkages with community-based organizations and non-educational public agencies in order to augment the services of the education agency. Therefore, written procedures for referral to school/community support services should be developed during the planning process.

FIGURE 3



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The operational model contained in this section is based on an integrated approach to the delivery of services as presented in the goals and objectives for coordinated job placement listed below. The degree to which it is possible to initially accomplish all of the goals and objectives and to implement a full array of services will vary by area within the state. Agencies involved in planning should identify an operational system which has the potential to inorporate the goals and objectives and features included in the model as resources and conditions permit. Expansion of the system can evolve over a number of years.

GOALS AND OBJECTIVES FOR COORDINATED JOB PLACEMENT

I. ADMINISTRATION/ORGANIZATION

GOAL - Goals and objectives, an organizational structure, and a planning system will be established for the job placement system.

Objectives -

A. Goals and objectives for job placement will be approved/adopted.

B. An organizational plan and job descriptions will specify roles and responsibilities for job placement personnel.

C. The job placement system will be consistent with the written longrange plan.

II. PERSONNEL

GOAL - Qualified personnel will be employed to provide services and administer job placement program.

Objectives -

A. Personnel will have written job descriptions.

B. Personnel will participate in professional development activities.

C. Personnel will communicate formally and informally to facilitate the operation of the job placement system.

III. FACILITIES/EQUIPMENT

GOAL - The job placement program will have adequate and appropriate facilities, equipment, supplies, and materials.

Objectives -

A. The space provided for a variety of activities will conform with the needs and goals of the job placement system.

B. Equipment, materials, and supplies will meet the needs of the job placement program.

C. Facilities will be accessible to all eligible applicants/clients.

IV. COMMUNITY INVOLVEMENT

GOAL - Representatives of the community will cooperate to improve the delivery of job placement.

Objectives -

A. An advisory committee, composed of appropriate representatives with defined responsibilities, will provide advice to the job placement system.

B. A communication system will be maintained to effectively utilize community resources and to promote the job placement program.

V. SUPPORT SERVICES

GOAL - Vocational guidance and other support services/options will be provided to complement the job placement program.

Objectives -

A. Guidance services will be provided to eligible job placement applicants/clients to maximize their potential for success in obtaining and retaining employment.

B. Vocational/Occupational program information will be communicated to job placement personnel.

C. The necessary support services will be provided and are coordinated to eliminate duplication.

VI. POPULATION/ACCESS

GOAL - The eligible population will be provided access to job placement services that result in employment.

Objectives -

A. The job placement program will register and place eligible applicants/clients in proportions that reflect the population in the service area.

B. The job placement program places an acceptable percentage of vocational/occupational program completers in related employment.

VII. PROGRAM OPERATION

GOAL - The job placement program will have service area-wide operational policies and procedures which assure year-round services and assists applicants/clients to obtain employment in accordance with career goals.

Objectives -

A. Service area-wide activities will be implemented to facilitate job placement.

B. The job placement system will provide supplementary pre-employment services, referral and employment services, services to employers, and post-employment services on a year-round basis.

VIII. COORDINATION AND COLLABORATION

GOAL - The education agency's long-range plan for job placement will include the coordinated delivery of job placement services and activities in collaboration with other agencies and organizations providing similar services.

Objectives -

A. Written agreements with other job placement agencies and organizations will document decisions to work together to provide job placement services.

B. The provisions of the coordination/collaboration agreement or contract will have been communicated to the administration and staff of the participating agencies, organizations, and employers.

IX. FINANCE

GOAL - A financial management system will be established for job placement.

Objectives -

A. A fiscal and operational plan that will incorporate funding from multiple sources has been implemented for the job placement program.

B. An effective budget, spending plan, and accounting system will have been developed for the job placement program.

DESCRIPTION OF OPERATIONAL SYSTEM COMPONENTS

The operational model described in this section identifies two categories of job placement services and activities which are provided. The services and activities are designated in item numbers 1.1 through 1.10 and are targeted for the client population. Services and activities targeted toward the labor market are designated in item numbers 2.1 through 2.6 (See Figure 3 on page 7). An effective operational model will allow a free flow of clients between participating agencies/organizations.

APPLICANT/CLIENT SERVICES -

1.1 Entry:

The prospective client may gain entry to the system in a number of ways:

A. As the result of a formalized recruitment campaign or promotional program
B. As an unsolicited walk-in
C. Through staff referral from any participating agency/organization

1.2 Registration:

Registration is the process by which the eligible population requests job placement assistance for the purpose of obtaining or retaining employment.

The initial personal data collected during registration should be adequate to initiate the assessment process and is often referred to as the client file. Since public education-based job placement activities and services are provided by a number of collaborating agencies/organizations, the ideal operational system will have a simplified registration process which allows the client to request services from a number of participating agencies/organizations.

Large complex job placement areas are likely to use a computerized system to record registration. However, many successful job placement systems use a manual registration process.

1.3 Assessment:

Assessment is a structured procedure during which the individual client's readiness for employment is measured. This procedure is also referred to as, "measuring the level of employability," and provides information to determine the services needed by the client in order to obtain employment. Assessment of the client's level of readiness is measured in the following areas:

A. Vocational/occupational competency
B. Basic education skills
C. Work habits
D. Job seeking skills

Much of the information needed for individual assessment of current students and recent graduates will require that the job placement staff collect and interpret existing information for purposes of measuring the level of readiness for employment. A procedure will be needed to generate the information for the client population that has been out of school for a longer period of time since information will be inadequate.

Many educational agencies have recently instituted a policy which assures that each student has an employability development plan. An E.D.P. is a valuable tool for use during the pre-employment phase of job placement. Therefore, a review of the E.D.P. should be a routine part of assessment.

The Michigan Occupational Data Analysis System (MODAS) is a computerized tool which may be used to assist the job placement staff to identify client skills. The system makes use of the job work history and/or training to develop a profile which can be used to assist the staff to determine the degree to which clients may utilize existing skills for purpose of finding employment and/or training.

An Employment Prescription should be developed for each client, using the information gathered during this step in the job placement operational process, which is used to supplement the existing Employability Development Plan. Both staff and client responsibilities are identified in the Employability Prescription. The Employability Prescription is a management tool which carries the Employability Development Plan to its logical conclusion.

During assessment, the staff will also decide which of the participating agencies is better able to provide all or a portion of the services needed by the individual client. When the results of assessment reveal that another agency or organization is better equipped to assist the client, the staff should initiate a referral with consent from the client.

Assessment will result in one of the following client outcomes:

A. Ready for employment
B. Not ready for employment - lacks adequate vocational/occupational competencies for the level of employment desired
C. Not ready for employment - lacks adequate basic education skills to be competitive for entry level employment
D. Not ready for employment - lacks the necessary positive work habits for the level of employment desired
E. Not ready for employment - lacks the necessary job seeking skills needed to be competitive for the level of employment desired
F. Not ready for employment - is weak in more than one of the areas assessed to the degree that short-term remedy is impossible in any area

1.4A Exit

Exit is a service option which may be utilized as the result of an assessment finding. The finding that most often results in exit indicates that the client has a number of areas which are extremely weak and will require long-term training before it is realistic to seek competitive employment. Exit may also occur when the client is no longer available for employment or when there is a request to terminate services or when the client no longer wishes to make use of the job placement services.

1.4B Supplementary Pre-Employment Services:

Supplementary pre-employment services are those activities and services which require short-term corrective assistance designed to reinforce existing skills or to expand existing information. The corrective assistance is provided to improve the client level of readiness to seek employment and gain employment.

Supplementary pre-employment services may be provided as the result of the following:

A. Assessment when a need for short-term assistance is identified
B. An interview when the prospective employer or the client identifies the absence of a skill which will require improvement if the client is to be competitive
C. Client request
D. Staff recommendation

Supplementary pre-employment services may include the following:

A. Job Clubs
B. Reinforcement of employability skills
C. Employment guidance and counseling
D. Assistance in career/occupational searches
E. Revision or updating client credentials
F. Unpaid work experiences
G. Activities to expand career options
H. Relocation information

Regular feedback to the client is vital during this step. Positive reinforcement is important as progress is made toward the achievement of goals identified in the employment prescription.

Before terminating services to the individual, an informal appraisal of the individual is performed by the staff to establish one of the following recommendations:

A. Referral to assessment for a re-assessment and revisions to the employment prescription
B. Referral to school/community support services for assistance in one or more of the areas requiring additional long-term assistance
C. Termination of services to the client
D. Reinstatement of referral and employment services

1.4C Exit:

Exit is a service option that may be used as the result of documentation that one of the following conditions exists:

A. is no longer available for job placement
B. has refused additional assistance
C. has consistently refused to cooperate with the job placement staff
D. requires additional long-term support

1.4D School/Community Support Services:

School/Community support services are long-term support, training, or educational services which are provided to improve skills and/or competencies which must be developed or upgraded before the client can be placed. These services may be provided through traditional educational programs or open-ended community programs.

The services provided include one or more of the following areas:

A. Vocational/Occupational training or retraining
B. Basic educational skill development or upgrading
C. Career or personal guidance and counseling

When the referral for the education or training is completed, the client file should become inactive until the identified competency/skill level is reached.

The client who has achieved the needed competency/skill level for the level of employment desired should be recycled through assessment for revisions to the employment prescription.

1.4E Exit:

Exit is a service option which is used by the education agency or community support service when:

A. the client fails to cooperate
B. the client is no longer available for services or employment
C. there is a request for termination of services from the client

A decision to exit the client file should be discussed with him/her and the reasons clearly explained. Whenever possible, the staff should offer alternative options to the client.

1.5 Bank of Skilled People Available for Placement

The bank of skilled people available for placement are those clients who are ready for employment. This management tool is often referred to as a "skill file or skill bank." The skill bank may be a manual system or an interactive computerized system. Both systems should have a mechanism for matching the available client skills with

job orders contained in the job bank. The matching mechanism allows the job placement staff to cross-match the available clients' skills with the available job openings.

A. Manual System

A manual system generally is a card file system which contains a profile card for each available client. The card contains personal identification data and a listing of competencies/kills and employment goals. It may also include other information which is useful for cross-matching clients with job openings such as special licenses, certifications, or employment conditions. The manual system is best suited for a job placement system with less than five hundred active clients and less than five participating agencies/organizations that are located in close proximity.

B. Computerized System

A computerized system is a management tool which is more appropriate in job placement systems with more than five hundred active clients and when participating agencies/organizations are geographically separated by distances which makes the exchange of information within a short time difficult.

The computerized system should include a profile of each client available for employment, a list of competencies/skills, and employment goals. It may also include other information for cross-matching job openings with the available clients such as special licenses, certifications, or employment conditions. When a computerized system is used, all participating agencies/organizations should list each available client. A coordinated procedure for maintaining a current listing is the most efficient and often prevents duplication. A written procedure needs to be developed since some participating agencies/organizations may wish to make the initial contact with their clients who appear to be qualified for referral to job openings. The procedure used should be mutually agreeable to all participating agencies/organizations.

A process for sorting and cross-matching the available client skills with job openings is needed to identify potential candidates for referral. A job or occupational classification system is most commonly used. Many education agencies make use of the Michigan Occupational Information System (MOIS) as a base. When this classification system is used, each client is assigned a MOIS script number using the competencies identified during assessment. Job orders are also assigned a MOIS script number based on the competencies which are identified in information provided by the employer. This enables the staff to search for the clients that most closely match the employer's requirements. The MOIS script number classification is popular because of the potential for multiple uses. Other classification systems include:

A. Classification of Instructional Programs Code (CIP)
B. Occupational Education Code (OE)
C. Dictionary of Occupational Titles Code (DOT)

The classification system best suited for the needs of the job placement operational system will vary. However, when a classification system is selected, it should be used by all participating agencies/organizations for recording job orders and organizing the skill bank and job bank.

1.6 Referral and Employment Services:

Referral and employment services is that step during which the available skilled people are matched with available jobs. This is a critical step in the system since the staff must identify and match all of the clients from participating agencies/organizations to determine which of the candidates most nearly match the employer's request. All of the clients who have the qualifications and competencies requested by the employer are potential candidates.

In job placement systems with less than five hundred active clients, the screening process may include a personal contact with each potential candidate for referral. Larger job placement systems are more likely to rely on a paper screening system and will usually make personal contact with only those who seem best suited for referral.

The referral procedure is established on the job order. Some employers will want to interview all qualified clients, while others will prefer that the job placement staff screen and refer only those who are best qualified. Other employers will request that the job placement system forward credentials for all clients who are qualified. In this latter case, the employer will be responsible for screening in order to determine which of the candidates will be interviewed. Regardless of which screening procedure is used, permission should be secured from the client before information is released to the employer.

In a large complex job placement system all referrals to employers will typically be made through a centralized process. Coordinating the referral process in a large system assures that:

A. all of the clients referred are qualified
B. all participating agencies/organizations receive an equal opportunity to have qualified clients considered for referral
C. special populations including handicapped, limited English proficient, and disadvantaged are referred to job openings
D. employers are not confused by referrals from a number of agencies/organizations who represent the same population

The referral and employment services include the following activities:

A. Daily review of the job bank to identify the job openings for referral
B. Periodic contact with clients to determine availability for employment
C. Follow-up contacts with clients to determine the outcome of the interview
D. Referral to the support components of the job placement delivery system for corrective assistance where needed
E. Contacts with personnel and/or agencies with services which can improve the employability of clients. An example of such is referral to Vocational Rehabilitation Services to provide a special appliance or other special services

Since the interview process used by employers will differ, the placement staff should provide clients with information about the procedure. This may be done on a group or individual basis.

1.7 Interview:

An interview is the process by which an employer evaluates a potential employee to determine the degree to which he/she: a) meets the job requirements and b) will fit

into the employer's work force. The outcome of the interview is used by the job placement staff to determine which services are provided to a client.

1.8 Hired:

The outcome of the interview will be one of the following:

A. Firm offer of employment
B. Decision not to offer employment
C. Decision to offer employment with contingencies
D. No decision reached

In a job placement system which is responsive to the needs of the client and employer, feedback relative to interview outcomes is very important to the success of the system. Therefore, staff should be designated to follow-up each client who has been interviewed.

The job placement system will provide the following activities:

OUTCOME	EMPLOYER ACTION	JOB PLACEMENT ACTIVITIES
A. Firm offer of employment	1. Referral card returned	1.0 Notation in client file 2.0 Profile removed from skill bank 3.0 Client eligible for post-employment services 3.1 Post-employment services provided as needed 4.0 Client employment status verified* 4.1 Data needed relative to employment status is recorded 4.2 Client file is closed as successfully placed
B. Firm offer of employment	1. No referral card used/ returned 2. Decision to hire is indicated	1.0 Job placement staff contact employer to determine outcome of interview 2.0 Client file noted 2.1 Profile removed from skill bank 3.0 Client eligible for post-employment services 3.1 Post-employment services provided as needed 4.0 Client employment verified* 4.1 Data needed relative to employment status is recorded 4.2 Client file is closed as successfully placed

*Should the client lose employment at this stage, the staff in referral employment services will determine which services appear to be most needed and the client will be re-assessed and revisions made to the employment prescription.

OUTCOME	EMPLOYER ACTION	JOB PLACEMENT ACTIVITIES
C. Decision not to offer employment	1. Referral card returned/not returned/not used	1.0 Client file noted 2.0 Client interviewed by referral and employment services 2.1 Decision made as to whether additional corrective support is needed 2.2 If yes, employment prescription noted and services provided 3.0 If no, the skill profile will be reactivated and additional referrals made for interviews
D. Decision to offer employment with contingencies	1. Referral card returned/not returned/not used	1.0 Client contacted by job placement staff 2.0 Referral made to school/community programs to provide needed resources; i.e., work tools, equipment, work station modifications, etc. 3.0 Employment prescription noted 4.0 Client eligible for post-employment services 4.1 Post-employment services provided as needed 5.0 Employment status monitored 5.1 Should employment be terminated for any reason, client will be cycled back to appropriate services
E. No decision reached	1. Referral card returned/not returned/not used	1.0 Contact made with employer to determine conditions 2.0 If appropriate, client is referred to additional job interviews

1.9 Post-Employment Services

Post-employment services are those activities and services which are provided by the participating agencies/organizations to assist the client to improve his/her potential for retaining employment. These services may be initiated by the client, employer, or by mutual consent. Post-employment services are provided during a specified period of time during which the client file remains open. These services are often provided by participating non-educational agencies/organizations. The referral procedures should be clearly defined in the collaborative agreement/contract.

Post-employment services include the following:

A. Personal guidance and counseling

B. Personal adjustment
C. Work adjustment
D. Work station modification
E. Referral to alternative job opening(s)

1.10 Exit:

Exit is a service outcome which is used when the job placement staff has verified or documented that one of the following conditions exist:

A. The client has remained in the job for a specified period of time and appears to no longer require job placement services.
B. The client is no longer employed in the job which was gained as the result of assistance provided by the job placement system, but refuses additional assistance.
C. The client is no longer available for employment.

The job placement system should develop and implement either a manual or computerized record-keeping system which enables the staff to analyze the outcomes of services provided for accountability purposes.

When the decision is to close, the client file should be discussed with him/her and the reasons clearly explained. Whenever possible, the staff should offer alternative options to the client.

EMPLOYER SERVICES -

Employer services are a series of activities which are designed to maintain an adequate flow of job orders for the needs of the population served by the system.

2.1 Employer Entry:

Employers enter the job placement system in one of the following ways:

A. As the result of a contact initiated by one of the participating agencies
B. Through an employer initiated contact for information
C. Through an unsolicited job order

2.2 Employer File:

An employer listing is a management tool used by the job placement staff to record all employers in the targeted labor market. The employer listing includes all potential employers. Therefore, the listing must be flexible enough to accommodate changes in the labor market.

The employer listing should contain information which is useful for evaluating the potential for hiring from the list of the available client population. In order to accommodate the needs of the job placement system, the list should contain the following information:

A. Company/Business name
B. Product/Services of the company
C. Address
D. Telephone Number
E. Contact person and title
F. Types of job classifications employed

A classification system should be used for organizing the employer listing and should be compatible with the skill file. The compatibility of job orders, the job bank, and the skill bank will enable the staff to respond quickly.

The size and complexity of the labor market will determine whether a manual or computerized employer listing is needed. A labor market in which there is frequent changes in the number of employers is likely to be best suited to a computerized listing.

2.3 Employer Contact(s):

Employer contact(s) is a systematic procedure used by the job placement staff to provide prospective employers with information about the job placement system. An employer contact communicates information about how the system can respond to specific needs for additional employees.

Employer contact may take the following forms:

A. Individual Employer Contact(s)

Individual employer contact(s) is a technique used by the job placement staff to provide information about the job placement system. This is perhaps the most frequently used technique because it allows the individual to provide information about the manner in which the system can respond to the specific needs of the employer.

B. Group Employer Contact(s)

Group contact(s) with employers is another commonly used technique for providing information about the job placement system. Group contact(s) allow the job placement staff to provide a number of employers with a useful service, in addition to providing information about the system. An example of a commonly used group contact is the "Employer Seminar." The seminar usually brings together a group of employers to focus on a specific problem area or to provide information about a topic such as labor laws. Group presentations, however, require individual follow-up.

C. Professional Groups

Many communities include professional groups, organizations and societies who have the potential to hire clients and to provide support for the job placement delivery system. Commonly used techniques include group presentations and informational mailings. The coordinated job placement delivery system should develop a public relations program which describes the overall system for this purpose.

2.4A Active Employer Listing:

The active employer listing indicates those employers who have received information about the job placement system. An employer listed in the inactive employer listing who initiates a contact with the job placement staff in the form of a request for information, or with an unsolicited order, should be re-classified and entered in the active employer listing.

The active employer listing should include an indication of who is assigned to make contact with the employer. Since this listing requires regular updating, a staff person should be designated to perform this task.

2.4B Inactive Employer Listing:

The inactive employer listing is a management tool which identifies all of the potential employers in the target labor market who have not been provided information about the job placement system. The inactive employer listing should include an indication of which employers are most likely to hire qualified clients. This will enable the job placement staff to develop some plan for contacting employers.

2.5 Job Orders:

The job order is a request received from an employer listing a job opening for which the employer indicates an intent to fill through hiring. A job order contains information about the specific job opening and identifies the specific competencies/skills that the qualified clients should have in order to be referred for an interview or screening. Job order forms should be consistent throughout the system since all participating agencies/organizations should gather the same information. A classification system should be used to organize the job orders and the classification system should be compatible with the skill bank and the job bank.

Job orders may be received by any agency/organization participating in the job placement delivery system. Therefore, an agreement for sharing job orders among the participating agencies/organizations is a critical factor. There are many local conditions which must be considered. However, a written agreement which stipulates the obligations of participating agencies/organizations has been found to be most successful.

2.6 Job Bank:

The job bank is a management tool for recording job orders for use by the participating agencies/organizations. The job bank is a listing of job openings which have been listed with the job placement system.

The job bank may be manual or it may be a computerized system. Job placement systems that have computerized other parts of the delivery should also use a computerized job bank.

Regardless of which system is used, a centralized location is best suited for maintaining the job bank and should be responsible for its dissemination.

Adequate safeguards should be incorporated into both the manual and computerized job banks so that when the job orders are disseminated, the employer identification data is suppressed. Suppression of the employer's identification data prevents over-referral and allows the job placement system to maintain some type of quality control over referrals. A system that makes use of suppressed orders in the job bank will require adequate staffing so that all participating agencies/organizations experience minimum delay in the referral process.

All entries into the job bank must be classified using a system which is compatible with the skill bank and job orders. All participating agencies/organizations must be familiar with the classification system.

Each of the agencies/organizations that access the job bank must contribute job orders if the collaborative job placement system is to be effective. The procedure for entering job orders will vary according to local needs, the complexity of the job placement system, and the labor market. However, a centralized location for maintaining the job bank has been found to have many advantages.

Many job placement systems have provisions for local offices to circulate the job order before it is entered into the job bank.

The job bank should be monitored by a person within the administrative staff to assure that all participating agencies/organizations contribute job orders and that the job orders can be filled from the skill bank.

DELIVERY SYSTEM ESSENTIALS

The job placement delivery system and organizational model best suited for a delivery area will vary from one area to another. However, an effective job placement system will incorporate a number of common features which are essential. The following features are essential in a public education-based job placement system:

A. The job placement delivery system in order to provide maximum services to the eligible populations must be coordinated.

B. The coordination job placement delivery system must include both educational and non-educational agencies.

C. All job placement services should be reflected in a written plan which provides for communication and defines the relationship among the educational and non-educational agencies that provide job placement in the service area.

D. The job placement personnel should be a member of a team which has the capability of responding to the needs of the targeted client population and employers.

E. Local conditions will determine the configuration of the job placement delivery model; however, the target population should have access to:

- Supplementary Pre-Employment
- Referral and Employment Services
- Post-Employment Services

F. Regardless of the configuration of the job placement delivery system, it will include an array of employer services.

G. An assessment, planning and evaluation mechanism is part of the job placement delivery system so that modification occurs as conditions in the service area change.

H. Regardless to which job placement delivery model is implemented, there is a need for an agency and individual to assume the responsibility for coordinating the necessary inter and intra-agency communication and activities.

I. Job Placement services are available to clients and employers on a year-round basis.

RELATIONSHIPS OF JOB PLACEMENT TO AGENCY RESOURCES/PERSONNEL

To be effective, the operational delivery system must be responsive to the needs of both the client population to be served and to the employers who comprise the target labor market. Due to the scope of the task and the varied needs of the target population, it is virtually impossible for a single education agency to meet all of the needs that a diversified group of clients may require. Even when education agencies collaborate in providing job placement services, the delivery of these services is strengthened when education agencies and non-education job placement agencies/organizations work together to meet the needs identified. Each area to be served has unique organizational, demographic, and geographic characteristics, therefore, no single organizational delivery system will serve statewide. It is essential that the education agencies and those non-education agencies providing direct and supportive job placement services plan together to develop the public education agency-based delivery system best suited for their service area.

Relationship of Job Placement To Agency Resources/Personnel — Figure 3

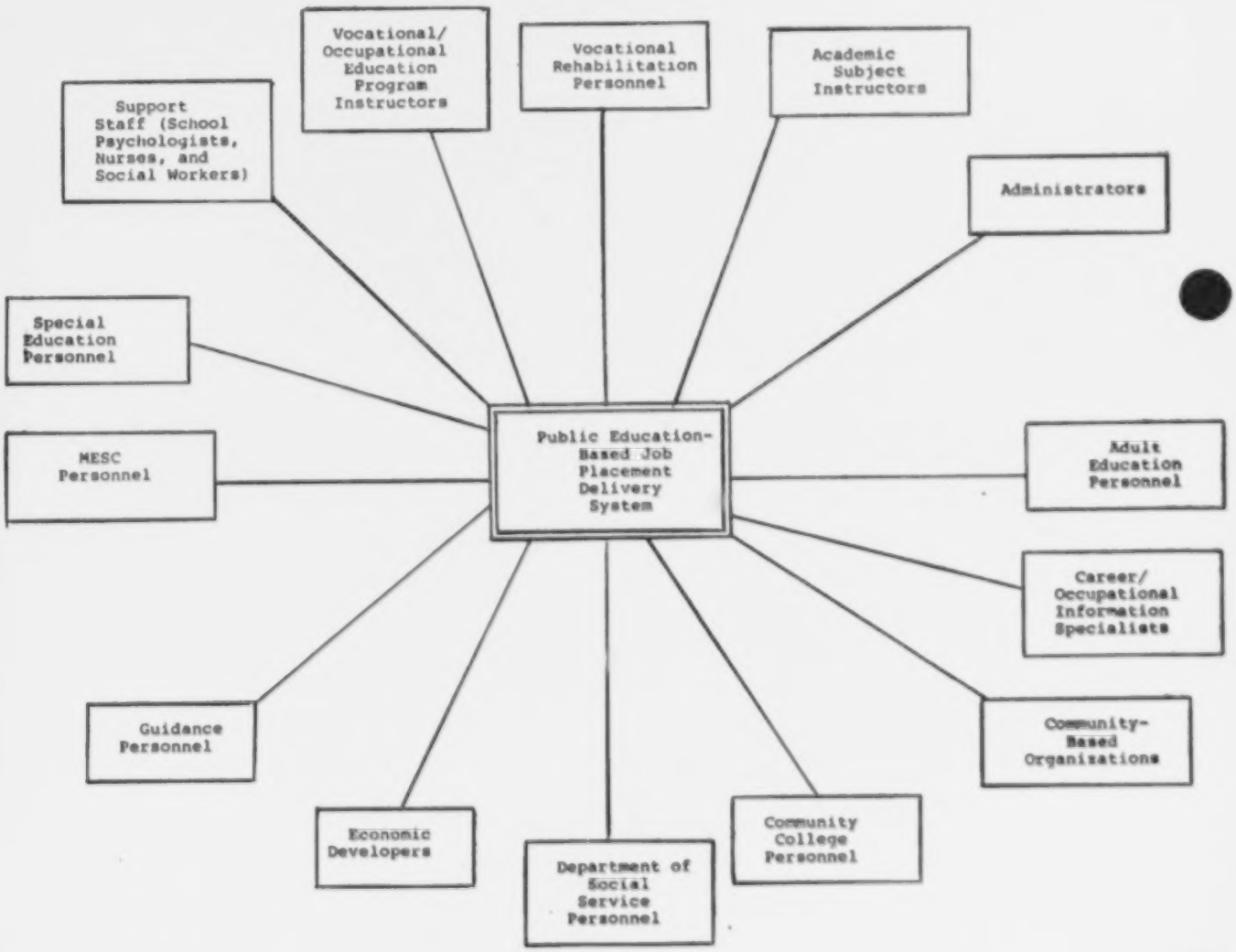

Figure 4 on the preceding page identifies resources and personnel both within and outside of public education agencies that, when involved, will increase the delivery system's ability to respond more effectively and efficiently with a broader spectrum of services.

Coordination of resources and personnel within and among the participating agencies:

- Increase services for clients and employers
- Reduces or eliminates costly duplication of activities and services
- Increases the potential for successful job placement
- Reduces competition and increases cooperation between personnel
- Enables the participating education agencies to expand activities and services to provide for unmet needs
- Permits personnel to work cooperatively to achieve common goals
- Increases the number of job openings available to clients

PERSONNEL ALTERNATIVES FOR DELIVERING JOB PLACEMENT

The staff size and composition will vary according to local needs and the activities and services which are implemented. Consideration should be given to work schedules which provide year-round staffing for the job placement system.

Important factors in determining staff size, composition, and the assignment of day-to-day staff include the following:

Will job placement be operated by a centralized staff?
Is there an established local ratio of job placement personnel who deliver direct services to a number of clients?
How will the job placement staff be coordinated with the staff providing complementary services?

The distribution of day-to-day tasks included in Figure 5 represent a way to divide tasks. However, because of local conditions the planning process may identify a more appropriate division of tasks.

F 5

PERSONNEL ALTERNATIVES FOR DELIVERING JOB PLACEMENT

PRE-EMPLOYMENT SERVICES prepare the client for the job search process and support the development and improvement of employability skills necessary for gaining and retaining employment. Typical basic services and activities include:

- Recruitment of clients
- Registration of clients
- Appraisal of clients
- Development of employability plan for each individual client
- Reinforcement of employability skill training:
  a. Job clubs
  b. Job seeking skill development
  c. Job retention skill development
- Employment counseling
- Assistance of career/occupational searches by clients
- Provide client credentials for employment
- Referral of clients to support services for:
  a. Personnel adjustment training
  b. Work adjustment training/refresher training
  c. Additional training/refresher training
  d. Work related tools or equipment
- Work exploration/experiences
- Activities to increase career options of clients

TYPICAL TASKS →	← EDUCATION AGENCY PERSONNEL →									NON-EDUCATION PERSONNEL
	CEPD Spec.	Voc. Dir.	Job Place. Dir./Coord.	Job Place. Spec.	Job Developer	Voc. Teacher	Counselor	Clerical Personnel	Other School Personnel	
1.0 Develops Recruitment Campaign	3	3	2	1	3		3	--	3	3
1.1 Conducts Recruitment Campaign (Makes Presentations to Students, Teachers, and Former Students Explaining the Job Placement Program)			4	2	5	5	1	5		6
1.2 Registers Clients				2	1			1		
1.3 Conducts Informal Assessment				1, 2			1, 2			
1.4 Develops Employability Development Plan										
1.5 Reinforces Employability Skills Training			6	6			6			
1.6 Employment Counseling							7			
1.7 Conducts Formalized Evaluations							7			
1.8 Assist with Career/Occupational Searches			1	1	1	1	7			
1.9 Provides Credentials				1	1	1		7		
1.10 Referral for Support Services to Improve Readiness for Job Search and/or Retention				7	1		1			
1.11 Monitors Work Experience			1	1	1		1		7	
1.12 Provides Relocation Information for Employment				7	1	1	1			1
1.13 Issues Work Permits			1	1	1			1, 5		3
1.14 Obtains Information from Union's Openings and Policies			4, 7	1				5		6

KEY: 1 = May Perform
2 = Primary Responsibility
3 = Should Provide Input or Concur
4 = Initiates Activity
5 = Provides Support Services/Activities
6 = Joint Responsibility
7 = Primary Source of Service

EMPLOYER SERVICES is that component which encourages the use of public education-based job placement and assists the employer to effectively integrate employees referred by public education into the labor force. This component includes general activities which make the community aware of job placement.

- Employer recruitment campaigns
- Employer account system
- New employer seminars
- Screening of applicants
- Assistance with work assignment adjustments
- Recommendations to education agencies relative to changes in curriculum
- Special campaigns to identify job openings for hard-to-place clients
- Referral of clients for special certification
- Assistance with special hiring campaigns
- Provide labor law information
- Collaboration with community and public agencies serving the eligible clients
- Publication of non-traditional jobs in the geographic labor market
- Support services to economic development efforts

TYPICAL TASKS →	← EDUCATION AGENCY PERSONNEL →									NON-EDUCATION PERSONNEL
	CEPD Spec.	Voc. Dir.	Job Place. Dir./Coord.	Job Place. Spec.	Job Developer	Voc. Teacher	Counselor	Clerical Personnel	Other School Personnel	
2.0 Identifies employers in the labor market	1	1	2	1	7					6
2.1 Conducts employer recruitment campaign				7	1	3	3			6
2.2 Develops and maintains employer account system			2, 7	1						6
2.3 Monitors employer account system			2, 7	1						6
2.4 Conducts new employer seminar			2	1	1		1			6
2.5 Screens applicants			1	2, 7			1			6
2.6 Provides employers with assistance with work adjustments										2, 7
2.7 Makes recommendations to education agency(ies) relative to changes in curriculum			2, 7	3	3					3
2.8 Conducts campaign to identify job openings for hard to place clients				6	2, 7		5		5	6
2.9 Referral of clients for certification			1	2, 7	1		1			6
2.10 Provides labor law information	1	1	2, 7	6	6		1			6
2.11 Serves as liaison with community-based and public agencies	1	1	2, 7	1			1			
2.12 Publicizes non-traditional jobs in the geographic labor market			2, 7	3, 5	5	5	5		5	6
2.13 Conducts annual local/district job survey			1, 2	1, 7	1			1		6
2.14 Economic development	1	1	5	5	5	5	5		5	1
2.15 Referral for retaining	1	1	7	1	1	1				
2.16 Serves as liaison within education agency	1	1	7	1						
2.17 Prepares the budget	1	1	2, 7	3	3		3	5	3	
2.18 Program evaluation			2	3	3	3	3	3		3
2.19 Coordinates, not chairs, placement advisory committee			2, 7							

KEY: 1 = May Perform; 2 = Primary Responsibility; 3 = Should Provide Input or Concur; 4 = Initiates Activity; 5 = Provides Support Services/Activities; 6 = Joint Responsibility; 7 = Primary Source of Service

REFERRAL AND EMPLOYMENT SERVICES are ongoing & operational in nature which results in referral and employment of clients. As such, they are not all direct services to clients.

- Identification/location of job openings
- Maintenance of career/occupational information system
- Maintenance of management information system including, but not limited to:
  a. Current applicant file
  b. Current job file/bank
  c. Employer file
  d. Record-keeping
- Matching clients with job orders
- Referral to job opening
- Employment verification
- Special campaigns to recruit jobs

TYPICAL TASKS →	← EDUCATION AGENCY PERSONNEL →									NON-EDUCATION PERSONNEL
	CEPD Spec.	Voc. Dir.	Job Place. Dir./Coord.	Job Place. Spec.	Job Developer	Voc. Teacher	Counselor	Clerical Personnel	Other School Personnel	
3.0 Client translates vocational/ occupational skills into job placement goals			2, 4	2		1	3, 5			
3.1 Conducts cold calls on employers			4	1	2, 7					
3.2 Conducts planned calls on employers			4	1	2, 7	3	5	5		
3.3 Develops applicant file			2, 7	1	--	5				5
3.4 Maintains applicant file			2, 7	1	--	5	5	5		5
3.5 Develops skill file			2, 7	1	--	5	5	5		2, 7
3.6 Maintains skill file			2, 7	1	3	--	--			
3.7 Develops employer file			2, 7	1	2	5	5	5		2, 7
3.8 Maintains employer file			2, 7	1	2	5	5	5		2, 7
3.9 Visits employment sites			4	1	2, 7					2, 7
3.10 Participates in economic development	1	1	1	1						
3.11 Develops job order forms			2, 7	3	3	3	3	5		2, 7
3.12 Records job orders			1	1	2, 7			5		
3.13 Disseminates job orders			1	2, 7				5		
3.14 Reviews Employability Development Plan to determine jobs needed			1	2, 7			6			
3.15 Disseminates brochures, re: job seeking skills			2, 7					5		2, 7
3.16 Conducts interviews with clients			1	2, 7			1, 5			
3.17 Makes ref. to job openings			1	2, 7						
3.18 Records results of referrals			1	2, 7	1		1	5		2, 7

KEY: 1 = May Perform
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7 = Primary Source of Service

POST-EMPLOYMENT SERVICES are those services provided to the employed client to improve their potential for retaining employment. Post-employment services may be initiated by the employer, the client, or by the mutual decision of the employer and client.

The post-employment services should be provided during a predetermined period during which the case remains open.

This component includes the following:

- Referral to appropriate education-based program or community service for:
  a. Personal counseling
  b. Personal adjustment (see glossary)
  c. Work adjustment (see glossary)
  d. Skill upgrading
  e. Work assignment modification (see glossary
  f. Work station modification (see glossary
- Referral to and placement in alternative job opening(s)
- Verification of employment and follow-up

TYPICAL TASKS →	← EDUCATION AGENCY PERSONNEL →					NON-EDUCATION PERSONNEL
	Job Placement Coordinator	Job Placement Specialist	Job Developer	Counselor	Clerical Personnel	
1.0 Personal guidance	4					7, 2
2.0 Personal adjustment	4	4				7, 2
3.0 Work adjustment	4	4				7, 2
4.0 Work station modification	4	4				7, 2
5.0 Referral to other job openings	4, 1	2, 4				1
6.0 Maintain client file	4	4, 2			1	
6.1 Client interview	4	2		1		1
7.0 Reactive employment prescription	1	2		1		1
8.0 Client contact	1	2		1		1
9.0 Employment status monitored	1	2			5	
10.0 Employment status monitored	1	2			5	1
11.0 Employer contact	1	2	1	1		1

KEY: 1 = May Perform
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6 = Joint Responsibility
7 = Primary Source of Service

IDENTIFICATION OF POTENTIAL AGENCIES FOR DELIVERY OR SUPPORT SERVICES

Operation of an effective job placement system requires collaboration. The agencies involved in the delivery of activities and services which improve the potential of the targeted population to find employment should form a network. The way in which agencies work together varies, however, a written agreement/contract is used to define working relationships. Since there is no single best relationship, planners should use the information below as a guide to collaboration. (Figure 6)

FIGURE 6

DELIVERY SYSTEM	May be Fiscal Agent	May Provide Only Administration	May Provide Direct Services to Clients	May Make Direct Contact with Employers	May Operate Job Placement	Linked by Collaborative Agreement/Contract	May Provide In-Kind Support	May Provide Direct Financial Support	Contributes Support Services	May Contribute Out-Placed Staff	Contributes Job Orders to Job Bank
Education Agencies:											
Intermediate School District	X	X	X	X	X	X	X	X	X	X	X
Area Vocational or Career Center	X	X	X	X	X	X	X	X	X	X	X
Shared-Time Vocational Education			X	X		X	X	X	X		X
K-12 District	X	X	X	X	X	X	X	X	X		
Special Education		X	X	X	X	X	X	X	X	X	X
Comprehensive High School			X	X	X	X	X	X	X		X
Adult Community Education	X	X	X	X	X	X	X	X	X	X	X
Community College	X	X	X	X	X	X	X	X			X
Non-Education Agencies:[1]											
Vocational Rehabilitation Services	X	X	X	X	X	X	X	X	X	X	X
Urban League			X	X	X	X	X	X	X	X	X
Community Vocational Facilities			X	X	X	X	X		X		X
Greater Opportunities Industrial Center			X	X	X	X		X	X	X	X
American Indian Services			X	X	X	X	X	X	X		X
Michigan Employment Security Commission			X	X	X	X	X		X	X	X
Department of Social Services			X	X		X	X	X	X	X	X
Department of Mental Health				X	X	X	X	X	X	X	X
Job Training Partnership Act		X	X	X	X	X	X	X	X	X	X
Labor Unions			X	X	X	X	X	X	X	X	X

[1]There are a number of non-education agencies at a local level that may be involved in the delivery of job placement. This is not a complete list.

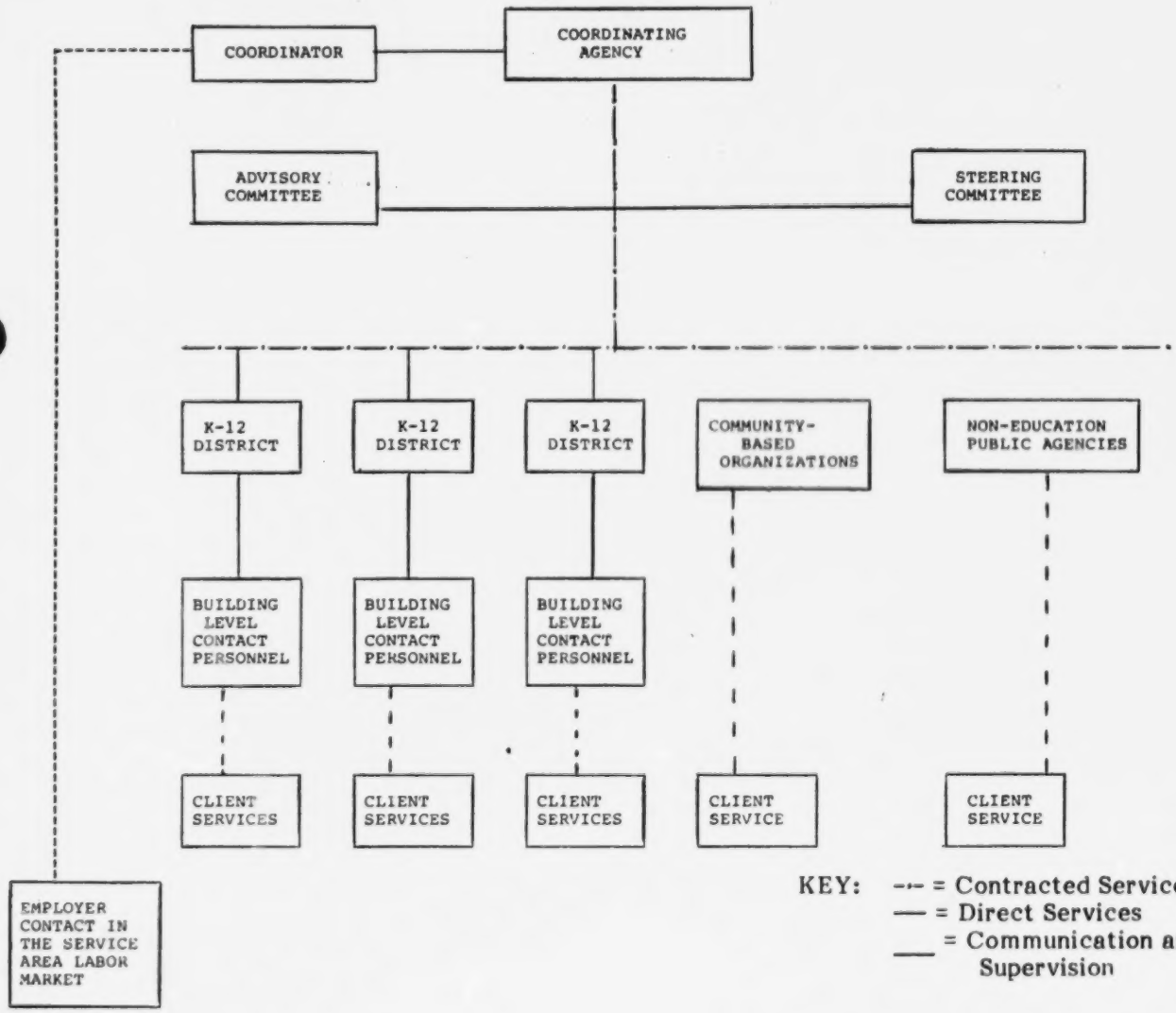
BASIC MODEL OPTIONS

Since many factors will impact the job placement model which addresses the relationships between/among local agencies, it is impossible to describe all of the variations. The job placement models described in this section represent options which could be adapted to respond to local needs. The organizational structure used in any given area of the state will be a local decision.

JOB PLACEMENT DELIVERY SYSTEM MODEL #1

This model is most effective in an area that has the following characteristics:

- Limited financial resources
- Low employer density
- Limited vocational programs
- Low student density

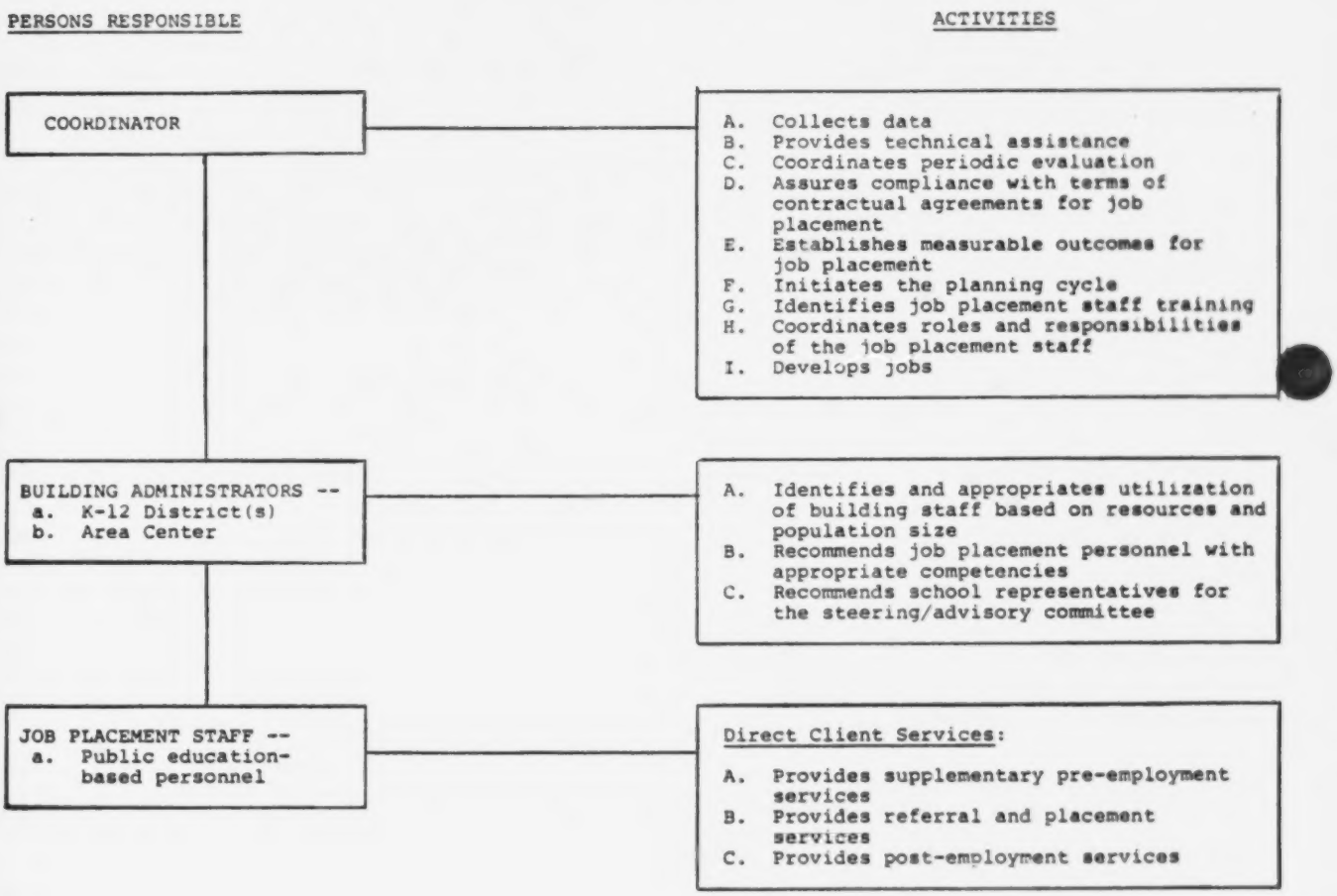


Service Delivery Characteristics

- Direct services to the client are provided by local job placement personnel at the building level.
- During periods when personnel at the building level are not available to provide job placement, services are provided by another participating agency as the result of written contract(s) or agreement(s).
- Job development is provided by the job placement coordinator.
- Local building level personnel have contracts which provide release time for job placement.

JOB PLACEMENT DELIVERY SYSTEM MODEL #2

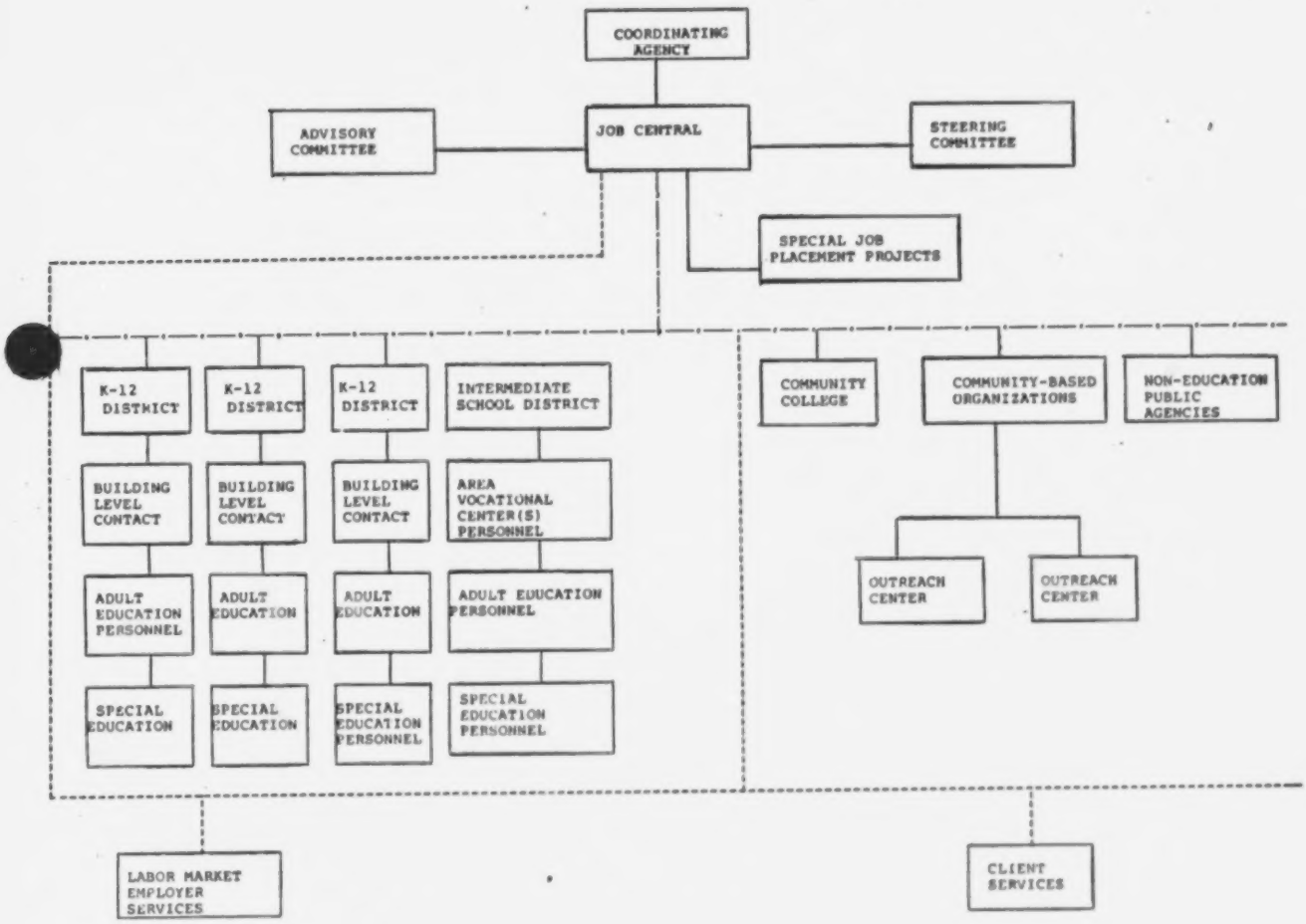
PERSONNEL AND ACTIVITIES


PERSONS RESPONSIBLE
ACTIVITIES
COORDINATOR
A. Collects data
B. Provides technical assistance
C. Coordinates periodic evaluation
D. Assures compliance with terms of contractual agreements for job placement
E. Establishes measurable outcomes for job placement
F. Initiates the planning cycle
G. Identifies job placement staff training
H. Coordinates roles and responsibilities of the job placement staff
I. Develops jobs
BUILDING ADMINISTRATORS --
a. K-12 District(s)
b. Area Center
A. Identifies and appropriates utilization of building staff based on resources and population size
B. Recommends job placement personnel with appropriate competencies
C. Recommends school representatives for the steering/advisory committee
JOB PLACEMENT STAFF --
a. Public education-based personnel
Direct Client Services:
A. Provides supplementary pre-employment services
B. Provides referral and placement services
C. Provides post-employment services

JOB PLACEMENT DELIVERY SYSTEM MODEL #2

This model is most effective in an area that has the following characteristics:

- Numerous agencies and organizations are involved in the delivery of job placement to youth and adults in the geographic service area
- Multiple centers deliver vocational education
- There is a strong adult education program which includes vocational education
- There is a strong special education and special needs program which provides vocational education
- The geographic area which includes a community college
- There are more than 1,000 students enrolled in vocational-technical education programs
- Fifteen or more comprehensive programs are offered in the five occupational areas
- Many of the smaller education agencies will not have summer job placement



KEY: -•- = Contracted Services
--- = Direct Services
___ = Communication and/or Supervision

Service Delivery Characteristics

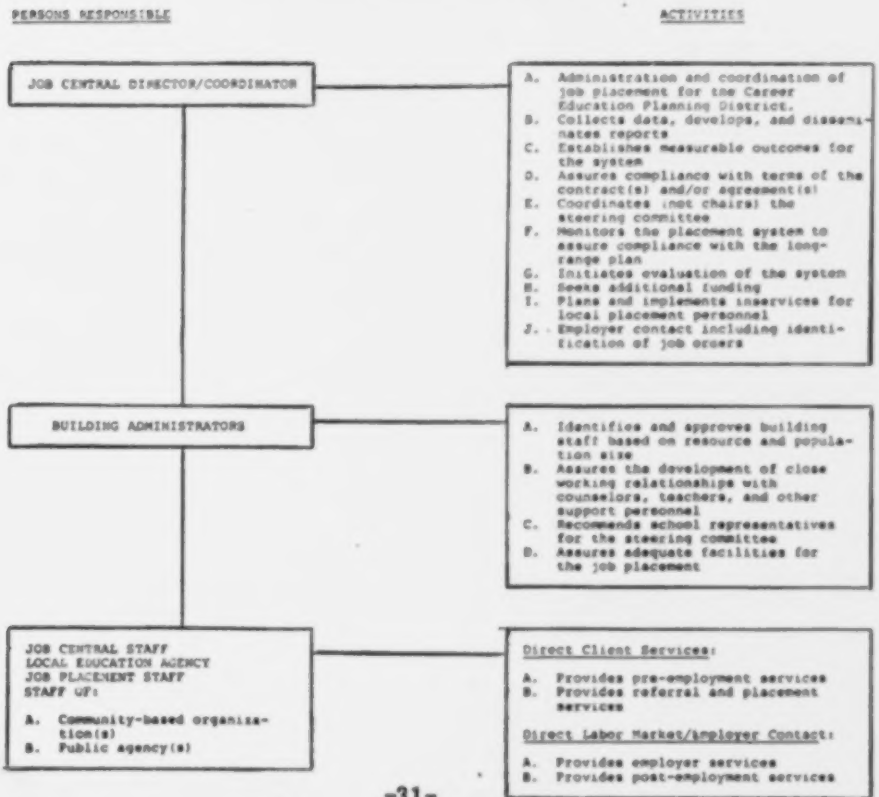
- Job Central is the centralized coordinating office for the delivery of job placement
- Job Central provides administration and coordination.
- Some employer services are provided for the service area as defined by the terms of the written agreement(s)/contract(s) through Job Central.
- Shared-time job placement personnel provide direct client service and employer contact to identify job orders as defined by the terms of the written agreements/ contracts

Staffing Pattern

- Most buildings have contact personnel with release time for job development and client services
- Director/coordinator - up to 100% time committed to adminis tration and coordination of the job placement system
- Job developer(s) - up to 100% time commitment to the identification of job openings and recruitment of job orders
- Job placement specialist - shared-time with local districts for client interviews and referral
- Clerical support - up to 100% time commitment. Job responsibilities include technical functions such as maintenance of the computerized job placement system, recordkeeping, applicant, employer, and job bank files
- Shared-time/outplaced staff - augment education agency staff. They are usually employers of a public agency such as Michigan Employment Security Commission or a community-based organization. The percentage of time committed and duties are determined by a written agreement or contract. The type of personnel in this category may include: assessment specialist, job placement specialist, job developer, or youth specialist

JOB PLACEMENT DELIVERY SYSTEM MODEL #2

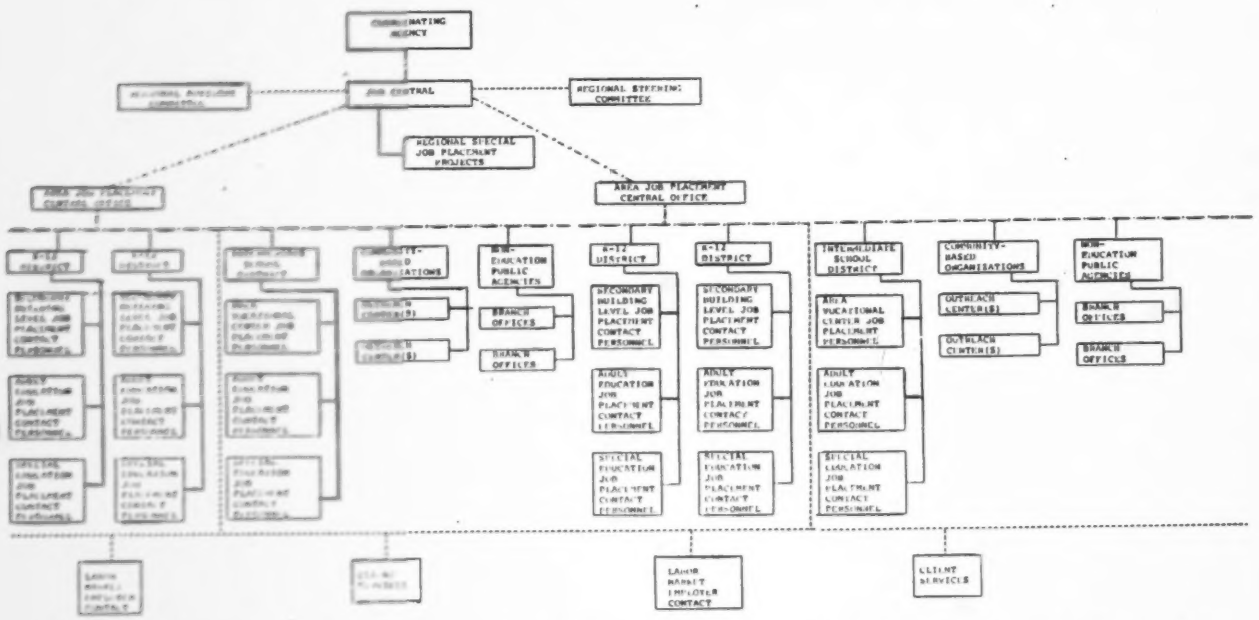
PERSONNEL AND ACTIVITIES


PERSONS RESPONSIBLE
ACTIVITIES
JOB CENTRAL DIRECTOR/COORDINATOR
A. Administration and coordination of job placement for the Career Education Planning District.
B. Collects data, develops, and disseminates reports
C. Establishes measurable outcomes for the system
D. Assures compliance with terms of the contract(s) and/or agreement(s)
E. Coordinates (not chairs) the steering committee
F. Monitors the placement system to assure compliance with the long-range plan
G. Initiates evaluation of the system
H. Seeks additional funding
I. Plans and implements inservices for local placement personnel
J. Employer contact including identification of job orders
BUILDING ADMINISTRATORS
A. Identifies and approves building staff based on resource and population size
B. Assures the development of close working relationships with counselors, teachers, and other support personnel
C. Recommends school representatives for the steering committee
D. Assures adequate facilities for the job placement
JOB CENTRAL STAFF
LOCAL EDUCATION AGENCY
JOB PLACEMENT STAFF
STAFF OF:
A. Community-based organization(s)
B. Public agency(s)
Direct Client Services:
A. Provides pre-employment services
B. Provides referral and placement services
Direct Labor Market/Employer Contact:
A. Provides employer services
B. Provides post-employment services

JOB PLACEMENT DELIVERY MODEL #3

This model is most effective in an area that has the following characteristics:

- Includes multiple career education planning districts or counties
- Includes more than 2,000 students enrolled in vocational education
- Fifteen or more comprehensive programs are offered in the five vocational areas
- Local education agencies operate 10 or more strong local vocational programs
- Numerous agencies and organizations are involved in the delivery of job placement to youth and adults in the geographic service area
- Multiple renters deliver vocational education
- There is a strong adult education and special education program
- The community college in the geographic service area includes multiple campus locations



KEY: _._ = Contracted Services; — = Direct Services; __ = Communication and/or Supervision

Service Delivery Characteristics

- Direct service to employers and clients are provided by predetermined agreements among building level contact and area job central office staff.
- The coordinating job central office staff consists of an administrative person and support clerical staff
- The job development function may be so complex as to require support from the job central office for the entire region
- Building level personnel have contracts which provide release time for the job placement

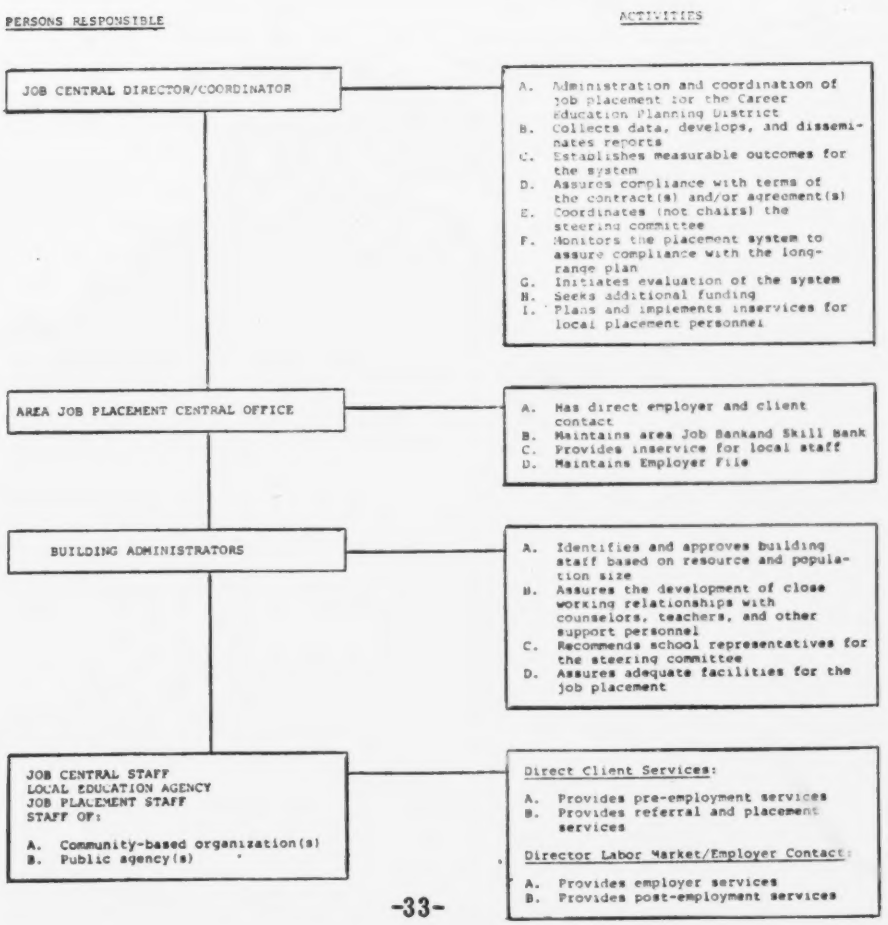
Staffing Patterns

- Director - 100% of his/her time is committed to administration of the CEPD/ISD centralized job placement

- Regional Coordinators - up to 75% of their time is committed to regional coordination and administration. The number of staff positions in this category should be determined by the degree to which direct client and employer contact will be provided
- Job placement specialists - should be housed at the vocational center, but should provide local services on a shared-time basis as specified in the written agreement
- Job developer - a 100% time commitment. One person in this category should be provided for each 1,000 clients to be served
- Geographic proximity of the centers should be considered as well as the program offering mix in terms of reducing staff/client ratio
- Clerical/technical support - a 100% time commitment. One person per regional office and central office. Job responsibilities include technical functions such as computerized job placement system, recordkeeping, and other assigned clerical functions for the regional and central office
- Shared-time/outplaced staff - agreement with education agency staff. They may be assigned to provide services at the regional office level or at the local building level. These persons are usually employees of a public agency such as the Michigan Employment Security Commission or a community-based organization. The percentage of time committed and dues should be identified in the contract or written agreement.

JOB PLACEMENT DELIVERY SYSTEM MODEL OPTION #3

PERSONNEL AND ACTIVITIES


PERSONS RESPONSIBLE
ACTIVITIES
JOB CENTRAL DIRECTOR/COORDINATOR
A. Administration and coordination of job placement for the Career Education Planning District
B. Collects data, develops, and disseminates reports
C. Establishes measurable outcomes for the system
D. Assures compliance with terms of the contract(s) and/or agreement(s)
E. Coordinates (not chairs) the steering committee
F. Monitors the placement system to assure compliance with the long-range plan
G. Initiates evaluation of the system
H. Seeks additional funding
I. Plans and implements inservices for local placement personnel
AREA JOB PLACEMENT CENTRAL OFFICE
A. Has direct employer and client contact
B. Maintains area Job Bankand Skill Bank
C. Provides inservice for local staff
D. Maintains Employer File
BUILDING ADMINISTRATORS
A. Identifies and approves building staff based on resource and population size
B. Assures the development of close working relationships with counselors, teachers, and other support personnel
C. Recommends school representatives for the steering committee
D. Assures adequate facilities for the job placement
JOB CENTRAL STAFF
LOCAL EDUCATION AGENCY
JOB PLACEMENT STAFF
STAFF OF:
A. Community-based organization(s)
B. Public agency(s)
Direct Client Services:
A. Provides pre-employment services
B. Provides referral and placement services
Director Labor Market/Employer Contact:
A. Provides employer services
B. Provides post-employment services

QUALIFICATIONS/COMPETENCIES

The staff designated to carry out responsibilities on a daily basis is an important factor when planning for implementation. However, there are no statewide mandates which define specific qualifications for job placement personnel. Therefore, the local employing agency determines which qualifications are important for their job placement system. An informal review indicates that the following general qualifications have a degree of acceptance:

1. Interpersonal skills, administrative ability and resourcefulness in working with students, employers, faculty, administrators, and parents.

2. Thorough understanding of career planning and placement principles, employment practices, educational settings, occupational, and legal requirements.

3. A combination of education and successful work experience in at least two of the following fields: job placement, career counseling, personnel management, public relations, and cooperative educational administration.

Since there are no statewide qualification regulations, it would appear that this is an area which should be further examined and recommendations made sometime in the near future.

SECTION III PROGRAM REVIEW AND PLANNING STRATEGIES

Consists of:

- The Review and Planning Procedure
- Status Study Questions

REVIEW AND PLANNING PROCEDURE

The purpose of Section III is to provide educational agencies with a procedure and a tool for conducting a review of existing job placement services. Information gained during the review will serve as the basis for developing a long-range plan for the coordinated delivery of job placement which has the capability of responding more effectively to clients and employers. The review dimension is achieved through the status study.

The Status Study Questions will provide local personnel with data for making sound decisions and for prioritizing the unmet needs in such a way as to result in a long-range plan for the expansion and improvement of services over time. Local personnel should recognize that the review and planning procedure is ongoing and should incorporate a mechanism to assure a periodic review of the job placement delivery system.

STATUS STUDY AND PLANNING

STEP I - Obtain Local Support for the Development of a Written Long-Range Job Placement Plan

Local conditions will determine the level and degree of support needed from the Administration to implement the Status Study and Planning (SSP) effort successfully. A job placement delivery system(s) that includes education and non-education agencies will need the support of key decision makers from both sectors.

Delivery systems that do not currently include multiple participating agencies/ organizations will want to initiate contact with potential participating agencies in the education and non-education sectors early in the SSP effort. It is important to soicit input and support from the potential participants during the early phases (See figure 7).

Some non-education agencies may wish to participate in the study and planning effort to the degree that a decision is made to undertake an internal review of their services. This approach will improve the planning process since it will allow the participating education and non-education agencies/ organizations to share pertinent findings.

Key administrators should be provided with information about the purpose of the Status Study, its intended use, and the benefits to be derived from the process. Emphasis should be placed on the commitment of time, personnel, and resources necessary to complete the effort. After the initial support is obtained, the administrators and key personnel should be notified of the status of activities and the progress being made in the total effort.

Job placement service areas may be synonomous with other service areas such as the Job Training Partnership SDA boundary, the Career Education Planning District boundaries or vocational education consortium boundaries. Three factors should be included in reaching a decision which defines the service area:

- The most effective combination of agencies/organizations (educational and non-educational) with the capability of responding to the needs of clients and employers.

- The most cost effective combination of agencies/organizations.

- The labor market.

STEP II - **Submit Evidence of Intent to Conduct a Status Study and Write a Long-Range Job Placement Plan**

Inform the Michigan Department of Education, Vocational-Technical Education Service (MDE/V-TES), of the service area's intention to: 1) conduct a Status Study of the existing job placement services and delivery system and 2) write a long-range plan for the delivery of public education-based job placement services in coordination with non-educational job placement programs in the service area.

Job Placement delivery systems that will incorporate multiple education agencies and/or non-education agencies/organizations should also identify the following:

A. COORDINATING AGENCY - This agency will assume a leadership role during the Study and Planning Phase. Since some of the agencies/organizations may not have worked together before, a period of trust building may be needed before the study is initiated.

B. Steering Committee - A steering committee should be established which will assume the responsibility of sharing information about the SSP effort within their agency/organization and reporting concerns of their agency/organization. This is not essential but may serve as an effective mechanism for gaining support from the staff who are not directly involved.

These activities should occur before notifying the State office of the official plan to undertake the SSP effort.

STEP III - **Identify Facilitator and Assistant**

To ensure that the study/planning process will be effective, the overall coordination responsibility should be vested in a facilitator. An additional person should be appointed to help with the ongoing activities, such as inservice, responses to questions, committee work, etc. This provides for the continuity and improvement of communication.

STEP IV - **Identify Status Study and Planning Committee, Develop a Workplan, and Submit to MDE/V-TES**

The facilitator should establish the committee or committees for the purpose of the Status Study and Planning effort. The facilitator may choose to have a single committee for the Status Study and Planning or have separate committees for each function. The facilitator or assistant may chair the committee(s) or delegate the responsibility.

The committee members should be representative, but the group should be kept relatively small for purposes of working efficiently. Records of committee meetings should be maintained.

MDE/V-TES staff persons will function in an ad hoc capacity to committees and will provide technical assistance and arrange for consultant services with other experts.

A workplan for the facilitator should be developed and should include specifics such as those detailed in the "Facilitator's Activity Planning Sheet" (sample shown on Attachment A).

The committee should review the Status Study questions offered by the state and determine if additional questions should be added for the purpose of the study. The committee should develop any additional instruments needed.

The committee and/or facilitator should also determine who should be responsible for assembling and displaying the findings of the Status Study, drawing conclusions, and preparing reports. Also, the committee should determine who the recipients of the Status Study information will be and make provisions for documentation in the form of reports and miscellaneous communiques.

The workplan should include enough specific details so that it enables the committee to plan its work and to permit the committee to determine if they are accomplishing tasks.

Specific Activities in Organizing the Plan Development Phase

These questions should be considered before detailing a specific plan development phase:

1. Who will develop the initial list of needs and strategies for the plan?
2. Who will be expected to review and react to the list of needs and strategies?
3. How will support for implementing the long-range plan be enlisted?

STEP VI - Initiate Status Study Phase (of Current Job Placement Delivery System)

An attempt should be made to provide the most appropriate study setting possible. The facilitator should attempt to develop a schedule of meetings in the early phase of the workplan so that committee participants can set aside meeting times.

STEP VI - Initiate Discussion With Other Job Placement Programs in the Geographic Area

At this point it is desirable to begin to involve other job placement programs in the study/planning process. The purpose of this activity is to ensure that the job placement services are coordinated with existing job placement programs and to develop written financial and non-financial agreements of contract that reflect coordination. Where coordination is not workable or desirable, a rationale is developed and future steps are identified which may lead towards the development of a coordinated delivery at a later date.

The committee must first become familiar with all of the employment and training resources available for the target population. A series of exploratory meetings should be planned to begin to share information in order to develop strategies (or coordination of services). A survey of school and agency personnel may be conducted to measure the extent and kind of coordinative relationships that currently exist. This activity will require a long-term time commitment and the goal of written agreements or contracts may not be achieved for several months.

STEP VII - Data Collection

Attempts should be made to provide the most appropriate Status Study data collection setting. Large group and small group settings should be considered. It may be advantageous to consider conducting the Status Study in a large group setting since each person completes only one questionnaire The Status Study may be better conducted in a small group or individual settings since some personnel will be expected to respond to several questionnaires because of multiple roles. It will, therefore, be necessary to develop a schedule that accommodates the needs of the participants. Special arrangements will most likely be needed to accommodate current and former students as well as employers. The facilitator should remember that interaction and communication which occur in small group settings may be important factors in the determination of results. Hand tallying and discussion of the results may be possible in small group settings.

STEP VIII- Tabulate Data and Display Findings

Before the committee actually starts to respond to inquiries included in the Status Study, a decision relative to how data will be collected and tallied should be reached. This will enable the committee work to proceed with minimal delays while data is collected and tabulated for analysis.

STEP IX - Develop Conclusions and List Obvious Strategies

The Status Study findings should be examined and the objectives should be restated in such a way as to indicate whether or not the intent of the objective has been achieved. Status Study findings and supplemental data contributing to the rationale for the conclusion should be stated.

During conclusion development, an effort should be made to document any readily obvious strategies, however, a special effort should not be made to identify strategies or recommendations at this point in the cycle. SPECIAL ATTENTION WILL BE GIVEN TO STRATEGIES OR RECOMMENDATIONS DURING THE PLANNING PHASE. Sample forms are included in the attachments for conclusions.

STEP X - Organize Planning Phase for Coordination of the Job Placement Delivery System and Reassess & Finalize Timetable and Submit to MDE/V-TES

A major part of the activity is achieved when the Status Study is completed and shared with the state offices and the individuals/groups that had responsibility for the study phase. Typically, some findings identified during the Status Study require immediate action and there is a tendency to begin immediately to apply obvious remedies.

The facilitator should see that the next step, organization for the development of a coordinated long-range job placement plan, follows immediately. This step calls for deliberate considerations by those involved to assure that those involved in planning procedures and timetables proposed

the study was initiated are either reaffirmed or, if necessary, redirected. The object of this step is to sharpen the focus of all involved toward the goal of having a completed long-range plan for the consolidated job placement program.

Considerations for Success

1. Planning efforts must be prioritized to complete the activities. To *create a priority, present a timetable* and make a commitment to administration to complete the task. Open-ended planning schedules with no obligations established to produce are a major cause of failure.

2. Assure involvement of "key decision makers" in planning.

3. Make sure that individuals to be involved in planning are fully inserviced and aware of the conditions at hand.

4. Decision making is improved when those involved represent a variety of perspectives.

The following steps may be used as a guide for initiating the planning development phase:

1. Analyze the situation, then determine how plan development and review will be conducted.

2. Select planning group/committee participants.

3. Prepare materials for use by the planning committee.

4. Organize and conduct an inservice session for committee participants to explain roles, answer questions, and give direction.

5. Inform and involve status study participants as appropriate.

6. Reassess and finalize the timetable for planning.

7. Initiate planning.

Having organized the plan development phase, the facilitator should focus attention on those dimensions of the planning phase which will lead to decisions that will be reflected in the long-range plan. To accomplish this task successfully some basic principles in planning are worth noting:

1. The effort should focus on decision making to achieve desired outcomes. To be sound, decisions should be based upon good data which is carefully analyzed.

2. Good planning is continuous. Even though a written plan may be completed, the process should assure that ongoing evaluation and assessment are included in the provisions of the plan.

3. Realistic planning should be based upon awareness of the total job placement picture. All components of the job placement delivery system must be seen in relationship to one another.

4. Goals and objectives provide the parameters for judging the appropriateness of the long-range plan.

The planning process which follows builds upon the completed Status Study report which identifies conclusions regarding the status of job placement. The process will allow users to make a transition from the conclusions to a proposed coordinated long-range job placement plan.

STEP XI - Identify and Prioritize Needs

The next planning step is to prioritize needs if it appears necessary. To accomplish this task the planning group must first determine the factors that will impact priority. In determining priority factors the group will want to consider district mandates, goals and objectives, the financial status of the district, biases and special interests in the district, timing, personnel availability, needs which require immediate action, and any other identified factors.

STEP XII - Develop Strategies for Proposed Coordinated Long-Range Plan for Job Placement

Included in this step are two activities: 1) developing alternative strategies for solving each need and 2) selecting the best strategy. Brainstorming techniques can be used for developing as many strategies as possible. The optimum basis for selection is the creation of as many alternative strategies as possible.

Obvious strategies identified during the status study and listed in the Job Placement Status Study Report should be considered in this step.

When alternative strategies have been developed, the planning group then makes the strategy selection. The group will need to discuss the advantages and disadvantages of each alternative in terms of the delivery system and other local considerations. The task becomes one of weighing all input to arrive at a single strategy or set of strategies that will be most feasible and effective in meeting the objectives of the consolidated job placement delivery system.

The planning group should provide statements of rationale for selecting that strategy or set of strategies. The written rationale will be helpful later on in the planning process.

Establishing a budget comes later in the planning process, but a cost analysis can be done whenever it is of value to the planning process.

STEP XIV - Prepare and Submit to MDE/V-TES Job Placement Service Area a Long-Range Job Placement Plan for the Coordinated Delivery of Job Placement

This step involves two major parts: 1) determining implementation details for each proposed action and 2) developing delivery system benchmarks for the district or Career Education Planning Districtwhich will serve as a guide for the plan.

Determining Implementation Details - When a proposed course of action has been selected, it is usually necessary to consider: 1) the person(s) responsible for carrying out the proposed action, 2) a projected budget estimate, and 3) a timetable which includes starting and ending dates of the proposed action.

Some complex activities will require the person(s) responsible to prepare a management plan listing specific tasks. The management plan should become a part of the Long-Range Plan.

Developing Delivery System Benchmarks - Good planning will have a long-range dimension. The coordinated Job Placement Plan will capture in writing those benchmarks which form the basis for an ongoing coordinated delivery of job placement services. Benchmarks should have multi-year projections. A format showing a three-year projection is adequate.

Important benchmarks include:

1. The job placement service area's goals and objectives for the coordinated delivery of job placement services.

2. The percentage and number of the eligible population to be served and to be successfully placed through coordination of job placement.

3. Projected staffing requirements.

4. Projected budget needs for components of the job placement delivery system.

To prepare a written plan the following activities should be considered:

Select the writer(s) of the plan
Prepare a tentative draft of the plan
Secure planning group reaction to the tentative plan
Revise the plan as necessary

The final draft of the tentative plan should be submitted to MDE/V-TES for review. Five copies of the plan should be submitted.

STEP XV - Obtain Written State (MDE/V-TES) Consensus

The plan should be submitted for the review and consensus of the Michigan Department of Education/V-TES. After internal review and approval, the Department will provide written consensus for the plan or make recommendations for changes.

A. Consensus - will be designated by signatures of the appropriate staff.

B. Areas of Concern - a letter will be forwarded which identifies areas which appear to need additional attention prior to consensus.

STEP XVI - Finalize and Obtain Sign-Offs on Written Financial/Non-Financial Agreement(s)/ Contract(s) With Other Job Placement Programs

Secure signatures of participating agencies which denote approval for written non-financial agreements. These items should be included in the long-range coordinated job placement plan.

STEP XVII - Gain/Enlist Local Approval and Support for Consolidated Long-Range Job Placement Plan

The long-range plan which has been developed should be presented to and reviewed by key groups in the job placement service area as part of an effort to gain local support for the plan. Final board approval should be secured as part of this step. A formal process should be used to acquaint the school personnel and community with the consolidated job placement delivery system during this phase.

STEP XVIII - Implement Coordinated Long-Range Job Placement Plan

CEPD administrators retain the prime obligation for providing leadership and support to implement the plan.

STEP XIX Internally Monitor Coordinated Job Placement Delivery System

The facilitator should take continuous and informal readings as to the degree to which proposed actions are implemented and reflected in daily operations. In addition, periodic progress reports and a review of achievements are a means to measure whether objectives are being met.

STEP XX - Evaluate Job Placement Program and Reassess Long-Range Job Placement Plan

Assessment of the coordinated job placement delivery system should be a re-occurring event. Provisions to assure that periodically the delivery system is evaluated should be incorporated into the long-range plan.

The advisory and steering committees should have roles in the process which results in modifications to the long-range plan.

Since the long-range plan will provide for the coordinated delivery of job placement for three years, the administration of both education agencies and non-education agencies/organizations should expect that during the third year some process should be initiated to re-assess the job placement delivery system. This re-assessment may take the form of conducting another Status Study, the utilization of an external review team to evaluate the job placement delivery system, or the implementation of a locally developed survey process.

STEP XXI - Notify State MDE/V-TES of Recommended Modifications and Request Approval

When it becomes obvious that the job placement delivery system responsiveness to clients and/or employers can be improved through modifications, contact should be made with the Michigan Department of Education, Vocational-Technical Education Service to request the needed assistance.

If an internal monitoring system and evaluation process is used throughout the three-year life of the plan, it is anticipated that this step should require only a moderate time commitment.

STEP XXII - Obtain Written State (MDE/V-TES) Consensus

See Step XV.

STEP XXIII - Modify Job Placement Plan and Program

Based on the data collected in Step XX, the team with the assigned responsibility to modify the plan should prepare a written long-range plan. Care should be taken to inform staff and appropriate others of the process, how they can provide input, and what impact they may anticipate. Since at this point the delivery of job placement services and activities is coordinated with other agencies/organizations, a team approach to modification is most likely to achieve success.

FACILITATOR'S ACTIVITY PLANNING SHEET

Person Responsible	Activity	Target Date

Preliminary Activities:

- Gain local support.
- Submit evidence of intent to conduct status study and write long-range plan for job placement to MDE/V-TES.
- Identify status study and long-range planning facilitator and assistant.
- Identify status study/long-range planning committee.
- Inservice status study/planning committee.
- Develop work plan.
- Submit work plan to MDE/V-TES.
- Identify individual(s) to record, distribute, and maintain committee meeting minutes.

Status Study Phase:

- Review the status study instrument.
- Make adjustments and add questions.
- Create additional collection instruments (if needed).
- Prepare special instructions as needed.
- Determine how the status study will be conducted.
- Determine how job placement staff will be involved.

Person Responsible	Activity	Target Date

Status Study Phase (Cont.):

- Establish procedures for discussions with non-school job placement programs.
- Identify persons to be involved in the discussions with non-education agency job placement programs.
- Identify individual(s) to tabulate data and display findings.
- Identify individual(s) to develop status study conclusions.
- Identify individual(s) to prepare status study report.
- Plan for distribution of the status study report within the job placement service area.
- Collect status study data.
- Tabulate and display data.
- Study findings and draw conclusions from findings-status study.
- List obvious strategies.
- Prepare and submit status study report to MDE/V-TES.

Planning Phase:

- Determine how the plan development phase will be conducted.
- Select planning group (if one done previously).
- Prepare materials for use by the planning committee.

Person Responsible	Activity	Target Date

Planning Phase (Cont.):

- Conduct inservice to orient planning committee participants (if a different group).
- Reassess and finalize planning timetable.
- Identify needs.
- Prioritize needs.
- Develop strategies for proposed action.
- Prepare tentative written consolidated long-range job placement plan.
- Obtain written state level (MDE/V-TES) consensus.
- Finalize and obtain regional sign-offs on written financial and/or non-financial agreements or contracts.
- Gain/Enlist local approval and support for consolidated long-range job placement plan.
- Implement the consolidated job placement plan as defined by the long-range plan.
- Internally monitor consolidated job placement program and long-range plan.
- Evaluate job placement and reassess long-range job placement plan.
- Notify state level (MDE/V-TES) of intention to review and modify job placement.
- MDE/V-TES transmit acknowledgement.
- Modify job placement plan and delivery system.

JOB PLACEMENT STATUS STUDY*
MASTER QUESTIONNAIRE

This instrument is for local use only and data generated through its use will not be collected by the Michigan Department of Education.

* Developed by the Michigan Department of Education Service and recommended for use by education agencies.

The following information represents a sample of respondent data and is included on each questionnaire as well as directions for individual repondents.

SAMPLE

DATE OF STUDY: _____

CEPD NUMBER __ __ DISTRICT __ __

BUILDING NUMBER __ __ TYPE __ __ __

REVIEWER NUMBER __ __ __ __ PROGRAM __ __ __ __ __ __ __
(optional)

GRADE (GR) __ __
(optional)

GENERAL INFORMATION and DIRECTIONS

This educational agency is reviewing the job placement program. All respondent groups have valuable knowledge upon which to base an opinion about the job placement program.

The questionnaire that follows has 136 questions. Please select the one response which is closest to your opinion by placing a "√ " in the appropriate box.

The type of responses you may give are listed below, with a brief explanation:

NO:	In your opinion the answer to the question is either a definite NO, or in the majority of cases, "Improvement is needed."
YES:	In your opinion the answer to the question is either a definite YES, or in the majority of cases, "Improvement is not needed."
NOT NECESSARY or NOT APPLICABLE:	In your opinion the question is not necessary or does not apply to the job placement program in this school.
NO OPINION or DON'T KNOW:	You do not have an opinion or you do not have information on which to base an opinion.

If you have any comments you wish to add, please write them at the end of the questionnaire in the space provided.

Thank you for your cooperation.

JOB PLACEMENT STATUS STUDY
MASTER LIST OF QUESTIONS

RESPONDENT KEY:

JPP = Job Placement Personnel
A = Administrators
GP = Guidance Personnel
VOI = Vocational Occupation Instructors
O = Others
E = Employers
S = Students

	RESPONDENT GROUP	COMPUTER NUMBER
I. DEMOGRAPHIC DATA		
1. Prior to the receipt of this survey, were you aware that a vocational job placement service was provided by the school district to assist your company or organization in finding qualified employees?	E	115
2. Has your company or organization ever utilized the vocational job placement service in your area?	E	116
3. Has the vocational job placement service been able to provide applicants which meet your needs?	E	117
II. ADMINISTRATION/ORGANIZATION		
GOALS AND OBJECTIVES, AN ORGANIZATIONAL STRUCTURE, AND A PLANNING SYSTEM WILL BE ESTABLISHED FOR THE JOB PLACEMENT SYSTEM.		
A. Goals and objectives for job placement will be approved/adopted.		
Related Questions:		
4. Are there written goals and objectives for job placement?	JPP,A,GP,VOI	101
5. Have goals and objectives been approved/adopted by the board of education?	JPP,A,GP,VOI	102
B. An organizational plan and job descriptions will specify roles and responsibilities for job placement administration.		
Related Questions:		
6. Has an administrator been identified to direct job placement personnel?	JPP,A,O	103
7. Has an administrator been identified to direct job placement services vices?	JPP,A,O	104
8. Is there adequate administrative support for job placement?	JPP,A	105
9. Is there an organizational plan which describes administrative/staff relationships for job placement?	JPP,A,GP,VOI	106
10. Are the responsibilities for administration of the job placement system identified in the written job description(s)?	JPP,A	107
11. Are personnel who administer the job placement services employed on a twelve month basis?	JPP,A,GP,VOI,O	108

	RESPONDENT GROUP	COMPUTER NUMBER
12. Has an administrative guide been developed and disseminated for job placement which describes the operational procedures, practices, and policies?	JPP,A,GP,VOI,O	109
B. The job placement system will be consistent with a written long-range plan.		
Related Questions:		
13. Has a written long-range plan for the delivery of job placement been developed for multiple years?	JPP,A,VOI,O	110
14. Is the job placement delivery system consistent with the written long-range job placement plan?	JPP,A,VOI,O	111
15. Is the job placement long-range plan being implemented?	JPP,A,VOI,O	112
II. PERSONNEL		
QUALIFIED PERSONNEL WILL BE EMPLOYED TO PROVIDE JOB PLACEMENT SERVICES.		
A. Personnel will have written job descriptions.		
Related Questions:		
16. Do personnel who provide job placement services have written job descriptions?	JPP,A	113
17. Is the responsibility for providing job placement services included in the written job description?	JPP,A	114
18. Have job placement personnel who provide direct services to students/clients been identified?	JPP,A	115
19. Does the agency have written educational and/or experiential requirements for job placement personnel?	JPP,A	116
20. Are job placement personnel who provide direct services to students/clients available on a twelve month basis?	JPP,A	117
21. Does your high school or area center have persons to help you find a job on a twelve month basis?	S	117
22. Are job placement personnel available to assist your company or organization to finding qualified employees on a twelve month basis?	E	117
23. Are job placement personnel accessible to students/clients on a regularly scheduled basis?	JPP,A	118
24. Are the persons in your high school or area center who help students to find jobs available to provide that help on a regular basis?	S	118
25. Are job placement personnel available to employers on a regularly scheduled basis?	JPP,A,E	119
26. Do job placement personnel make prompt referrals to the job openings that your company or organization lists with them?	JPP,E	120

	RESPONDENT GROUP	COMPUTER NUMBER
B. Personnel will participate in professional development activities.		
Related Questions:		
27. Have all job placement personnel participated in job placement inservice activities during the past twelve months?	JPP,A	121
28. Have you participated in an inservice(s) related to job placement during the past twelve months?	JPP	122
29. Have all job placement personnel received information on labor laws?	A	123
30. Have you received information relative to labor laws?	JPP	123
31. Have job placement personnel been inserviced on the use of career/occupational information in job placement?	JPP,A	124
32. Have job placement personnel been inserviced on the use of computers as a management and information tool for job placement?	JPP,A	125
33. Have job placement personnel been inserviced on the use of the Secondary Vocational Student Follow-up Survey results for job placement?	JPP,A	126
34. Does the agency have access to the Michigan Occupational Data Analysis System (MODAS) for use with job placement?	JPP,A,VOI	127
35. Have job placement personnel and guidance personnel been made aware of how to utilize the Michigan Occupational Data Analysis System (MODAS) in job placement?	JPP,A,GP	128
C. Personnel will communicate formally and informally to facilitate the operation of job placement.		
Related Questions:		
36. Do job placement personnel participate in vocational/occupational education advisory/committee meetings?	JPP,A	129
37. Do job placement personnel participate in professional/educational committees (other than advisory) at local, regional, or state levels?	JPP,A	130
38. Do job placement personnel have input into the development of the job placement budget?	JPP,A	131
III. FACILITIES/EQUIPMENT		
JOB PLACEMENT WILL HAVE ADEQUATE AND APPROPRIATE FACILITIES, EQUIPMENT SUPPLIES, AND MATERIALS.		
A. The space provided for a variety of activities will conform to the needs and goals of job placement.		
Related Questions:		
39. Is adequate space provided for job placement student/client interviews, parent conferences, and employer conferences?	JPP,A	132

	RESPONDENT GROUP	COMPUTER NUMBER
40. Is there an identifiable space for student/client job placement interviews?	JPP,A,VOI	133
41. Is there an identifiable space or office in your high school or area center where job placement assistance is available?	S	134
B. Equipment, materials, and supplies will meet the needs of job placement program		
Related Questions:		
42. Are equipment, materials, and supplies in good working condition and sufficient to meet the needs of job placement?	JPP,A	135
43. Is bulletin board/display space used to provide information about job placement?	JPP,A	136
44. Is there bulletin board/display space available in your high school or area center which is used to provide job placement information?	S	136
C. Facilities will be accessible to all eligible applicants/clients.		
Related Questions:		
45. Is the job placement office accessible to handicapped students?	JPP,A	137
46. Is the job placement office centrally located?	JPP,S	138
IV. COMMUNITY INVOLVEMENT		
REPRESENTATIVES OF THE COMMUNITY WILL COOPERATE TO IMPROVE THE DELIVERY OF JOB PLACEMENT.		
A. An advisory committee composed of appropriate representatives with defined responsibilities will provide advice to the job placement system.		
Related Questions:		
47. Has an advisory committee for job placement been established?	JPP,A	139
48. Is the advisory committee representative of the community?	JPP,A,O	140
49. Is the advisory committee representative of the general public, including at least a representative of business, labor, and community-based job placement programs?	JPP,A,O	141
50. Are advisory committee members informed of job placement goals and objectives?	JPP,O	142
51. Does the advisory committee make recommendations to the agency on the operation of job placement?	JPP,A,O	143
B. A communication system will be maintained to effectively utilize community resources and to promote job placement.		
Related Questions:		
52. Are community resources used by job placement personnel?	JPP,A	144
53. Is there a planned program to promote job placement?	JPP,A	145

		RESPONDENT GROUP	COMPUTER NUMBER
54.	Has the program to promote the job placement program been implemented?	JPP,A,VOI	218
55.	Is the job placement program in your high school or area center promoted?	S	218
56.	Are presentations about job placement made to staff and students?	JPP,A,VOI,S	146
57.	Are presentations about job placement made within the community?	JPP,A	147
58.	Are materials available which describe job placement?	JPP,A,O,S	148
59.	Have informational materials about job placement been distributed within the school?	JPP,A,VOI,S	149
60.	Have informational materials about job placement been distributed to employers.	JPP,A	150
61.	Has your company or organization received information and/or materials about the job placement program?	E	150
62.	Is information about job placement being communicated to limited English proficiency groups in their language?	JPP,A	151
63.	Are students/clients informed about other job placement programs in the community?	JPP	152
64.	Have you received information about other job placement programs in your community?	S	152
V.	**SUPPORT SERVICES**		
	VOCATIONAL GUIDANCE AND OTHER SUPPORT SERVICES/OPTIONS WILL BE PROVIDED TO COMPLEMENT JOB PLACEMENT:		
A.	**Guidance services will be provided to eligible job placement applicants/-clients to maximize their potential for success in obtaining and retaining employment.**		
	Related Questions:		
65.	Do guidance personnel provide vocational guidance to students/clients as part of the job search?	JPP,A,GP	153
66.	Do guidance personnel provide job placement personnel with the results of tests, questionnaires, surveys, etc. upon request for use during placement?	JPP,GP	154
67.	Does the agency have an employability development plan (EDP)?	JPP,A,GP	155
68.	Do job placement personnel have access to the EDP for use in providing job placement services?	JPP,A,GP	156
69.	Do job placement personnel make use of the EDP as part of job placement?	JPP,A,GP	157

		RESPONDENT GROUP	COMPUTER NUMBER
70.	Do guidance personnel provide personal counseling to students/ clients as needed to improve readiness for employment?	JPP,GP	158
71.	Is career/occupational information provided to assist students/ clients during the job search?	JPP,A,GP	159
72.	Is the Michigan Occupational Information System (MOIS) available for use by job placement personnel with students/clients?	JPP,GP,VOI	160
B.	Vocational/Occupational program information will be communicated to job placement.		
	Related Questions:		
73.	Has a list of tasks and/or competencies for vocational/occupational programs been distributed to job placement personnel?	JPP,A,VOI	161
74.	Does the agency have a mechanism for sharing information gathered by job placement personnel about the strengths and weaknesses of vocational/occupational programs?	JPP,A,VOI	162
75.	Have employers been provided with information about vocational/ occupational programs which describes the job skills taught to students?	JPP,A	163
76.	Has your company or organization received information about the vocational/occupational training programs which describes the job skills taught to students?	E	163
77.	Are employers provided with a list of job titles for which vocational/ occupational training is offered?	JPP,A	164
78.	Has your company or organization received a list of job titles for which vocational/occupational training is offered?	E	164
C.	The necessary support services will be provided and are coordinated to eliminate duplication.		
	Related Questions:		
70.	Are support services available to handicapped persons, disadvantaged persons, and persons of Limited English Proficiency to help with the job search?	JPP,A,GP,O	165
80.	Is the delivery of employability skills instruction planned and coordinated?	JPP,A,GP,VOI	166
81.	Are job placement activities coordinated with coop and work experience?	JPP,A,GP,VOI,O	167
82.	Do job placement personnel have access to and utilize student/client school records for use during the job search?	JPP	168

VI. POPULATION/ACCESS

THE ELIGIBLE POPULATION WILL BE PROVIDED ACCESS TO JOB PLACEMENT SERVICES THAT RESULT IN EMPLOYMENT.

A. Job placement will register and place eligible applicants/clients in proportions that reflect the population in the service area.

	RESPONDENT GROUP	COMPUTER NUMBER
Related Questions:		
83. Have job placement records been analyzed over the past three years to indicate whether usage has remained constant, increased, or decreased?	JPP,A	169
84. Has the number of vocational/occupational students and completers to be served by the job placement delivery system been identified?	JPP,A	170
85. Has the number of recent vocational/occupational graduates who are unemployed and who are seeking employment been identified?	JPP,A	171
86. Has the number of JTPA-eligible students/clients to be served by the job placement delivery system been identified?	JPP,A	172
87. Is job placement assistance provided to any vocational/occupational student/client who wishes to use the job placement service?	JPP,A,VOI	173
88. Is help in finding employment available in your high school or area center to any vocational student who needs or wants it?	S	173
B. Job placement places an acceptable percentage of vocational/occupational program completers in related employment.		
Related Questions:		
89. Does the job placement program place vocational/occupational students and completers by program code in proportion to which the students and completers of those programs register with the job placement program?	JPP,A,GP,VOI	174
90. Does each vocational/occupational program code have a related placement rate which equals or exceeds the career education planning district (CEPD) related placement rate for each program code?	JPP,A,VOI,O	175
91. Does each vocational/occupational program have a related placement rate which equals or exceeds the state related placement rate for each program?	JPP,A,VOI	176
VII. PROGRAM OPERATION JOB PLACEMENT WILL HAVE SERVICE AREA-WIDE OPERATIONAL POLICIES AND PROCEDURES WHICH ASSURE YEAR-ROUND SERVICES AND ASSISTS CLIENTS TO OBTAIN EMPLOYMENT IN ACCORDANCE WITH CAREER GOALS.		
A. Service area-wide activities will be implemented to facilitate job placement.		
Related Questions:		
92. Is there a job placement management information system which links labor market needs with job applicant skills?	JPP,A,O	177
93. Have job placement statistics been analyzed to ensure that job orders are developed/identified in proportion to the number of vocational program graduates/completers by program code?	JPP,A,O	178
94. Are uniform job placement forms available for use?	JPP,A	179
95. Are job placement forms, policies, and procedures in compliance with civil rights laws, rules, and regulations?	JPP,A	180

	RESPONDENT GROUP	COMPUTER NUMBER
96. Are job orders distributed to job placement personnel?	JPP,A,GP,VOI	181
97. Are job orders updated periodically?	JPP,A,GP,VOI	182
98. Does the agency have a mechanism for sharing unfilled job orders?	JPP,A,VOI	183
B. The job placement system will provide supplementary pre-employment services, referral and employment services to students/clients, services to employers, and post-employment services on a year-round basis.		
Related Questions:		
99. Does the job placement delivery system include a process for recruiting students/clients?	JPP,A,VOI	184
100. Are students/clients provided with printed credentials which document skills/competencies for use during the job search?	JPP,VOI	185
101. Are students in your high school or area center provided with written information which describes their vocational skills for use when looking for employment?	S	185
102. Does the school district provide applicants with written information about their vocational skills?	E	185
103. Are students/clients provided with instruction on the preparation of resumes?	JPP,VOI	186
104. Did you receive assistance in how to prepare your resume?	S	187
105. Do you find that most vocational job applicants referred to your company or organization are adequate in the preparation of resume?	E	187
106. Are students/clients provided with training in the skills needed to seek and obtain employment?	JPP,VOI	188
107. Did you receive additional assistance from the school personnel helping in find employment in, "how to interview for a job"?	S	188
108. Do you find that most vocational job applicants are adequately prepared for the interview?	E	188
109. Do you find that most job applicants referred to your company or organization by the vocational job placement program are adequately prepared to complete your job application?	E	189
110. Are students/clients provided with information about job retention?	JPP,VOI	190
111. Do students/clients receive information about relocation for the purpose of obtaining employment?	JPP,VOI	191
112. Did you receive information about moving to find employment?	S	191
113. Are students/clients provided information about labor laws?	JPP	192

	RESPONDENT GROUP	COMPUTER NUMBER
114. Did you receive information about labor laws?	S	193
115. Is an applicant file maintained for each student/client registered by the job placement program?	JPP,A	194
116. Does the applicant file contain a record of information such as student/client skill record, employment history, an indication of the level of job readiness, and employment recommendations?	JPP,A	195
117. Are students/clients screened using the employer's criteria for the job prior to referral?	JPP,A	196
118. Are students/clients informed of the employer's stated criteria for the job during the screen interview?	JPP,A	197
119. Does the job placement staff obtain the results of each referral to job orders?	JPP	198
120. Do job placement personnel follow-up the referrals that they make to your company or organization?	E	198
121. Do job placement personnel conduct an on-site assessment of work sites and working conditions before referring students/clients to those work sites?	JPP,A,VOI	199
VIII. COORDINATION AND COLLABORATION		
THE EDUCATIONAL AGENCY'S LONG-RANGE PLAN FOR JOB PLACEMENT WILL INCLUDE THE COORDINATED DELIVERY OF JOB PLACEMENT SERVICES AND ACTIVITIES IN COLLABORATION WITH OTHER AGENCIES AND ORGANIZATIONS PROVIDED SIMILAR SERVICES.		
A. Written agreements with other job placement agencies and organizations will document decisions to work together to provide job placement services.		
Related Questions:		
122. Has a coordination agreement been developed between this educational agency and job placement agencies/programs such as JTPA, MESC, Special Education, Urban League, etc.?	JPP,A,O	200
123. Does the agreement include provisions for coordination of resources and services?	JPP,A,O	201
124. Does the agreement(s) include provision(s) for sharing job orders?	JPP,A,O	202
B. The provisions of the coordination/collaboration agreement or contract will have been communicated to the administration and staff of the participating agencies, organizations, and employers.		
Related Questions:		
125. Has the coordination agreement been approved by the appropriate administrator(s)?	JPP,A,O	203
126. Does the agreement(s) include provisions for periodic meetings of the coordinating committee?	JPP,A,O	204
127. Does the agreement(s) include a method for communication between/among the agencies/programs?	JPP,A,O	205

	RESPONDENT GROUP	COMPUTER NUMBER
128. Have all administrative personnel and job placement personnel who deliver direct client services received information about the agreement(s)?	JPP,A,O	206
129. Have employers been informed about the agreement(s)?	JPP,A,O	207
130. Have you been informed about the agreement(s) between the school district and other job placement programs in the community?	E	208
IX. FINANCE		
A FINANCIAL MANAGEMENT SYSTEM WILL BE ESTABLISHED FOR JOB PLACEMENT.		
A. A fiscal and operational plan that will incorporate funding from multiple sources has been implemented for job placement.		
Related Questions:		
131. Has a financial plan for the education-based job placement delivery system been developed and approved?	JPP,A	209
132. Does the financial plan include the allocation and expenditure of general revenue funds, added cost funds for job placement, vocational education project funds, and other funds?	JPP,A	210
133. Is the budget and spending plan for each program segment reflective of their respective goals and objectives?	JPP,A	211
134. Is the budget and spending plan for job placement developed and implemented so as to reduce duplication of resources?	JPP,A	212
135. Do job placement personnel provide the administration with recommendations for the job placement budget and spending plan?	JPP,A	213
136. Is there an accounting system for the job placement program which enables fiscal reports to be prepared as required by multiple funding sources?	JPP,A	214

SECTION IV - THE APPENDIX

Appendix A - Glossary of Relevant Terms

Appendix B - A Chronology of Significant Events

Appendix C - Excerpts of Relevant Legislation

GLOSSARY OF RELEVANT TERMS

APPLICANT/CLIENT - A youth or adult who is seeking assistance from the job placement delivery system in finding employment.

APPLICANT/CLIENT ASSESSMENT - Is a process of accessing the applicants'/clients' job readiness which results in the development of an employment prescription for use by the job placement program. This is a process in which all applicants/clients must participate.

AREA JOB PLACEMENT PROGRAM - A public education-based program which coordinates the delivery of job placement services and activities for students still in school, dropouts, completers, and recent graduates on an area basis. The program provides coordination to local job placement programs of one or more school districts or a number of comprehensive high schools and/or post-secondary institutions.

CEPD - This is an acronym for Career Education Planning District. There are a total of 53 Career Education Planning Districts in the state of Michigan.

CIP - "Classification of Instructional Programs" is a coding system for vocational education instruction program names and descriptors in the occupational areas of: Agriculture, Business and Office, Health Occupations, Home Economics, Marketing and Distribution, Technical, and Trade and Industrial.

COMMUNITY-BASED ORGANIZATION - Private non-profit organizations which are representative of significant community segments and which provide employment/training services. For example: Urban League, Jobs for Progress, Mainstream, and Community Action.

COMPETENCY - A statement of educational intent, which is measured by specific behavioral outcomes or acquired skills. It represents what the vocational/occupational education student or program completer can do in terms of performing, demonstrating, describing, explaining, analyzing, comparing, etc.

COMPLETER - A student who has completed an approved planned sequence of courses and activities designed to meet vocational/occupational objectives for acquiring entry-level job skills. This person may or may not have completed the requirements for graduation.

CREDENTIALING SERVICE - A service provided by the public education-based job placement program which provides applicants/clients with copies of documents to be used in the job search. The documents include: letters of reference, personal data sheets, resumes, descriptions of the school program, and descriptions of vocational competencies. This service should be available as long as the applicant/client is eligible to use the public education-based job placement program.

EDP - "Employability Development Plan" is a written plan that sets forth the student's career goals, identifies ways of attaining those goals, and documents the education, skills, and experiences attained in line with those goals.

EDUCATION AGENCY - Legally organized and recognized educational agencies at the secondary and post-secondary level. This will include K-12 districts, intermediate school districts, community colleges, and four-year institutions.

ELIGIBLE VOCATIONAL/OCCUPATIONAL APPLICANT/CLIENT - A person determined to be currently enrolled in, who has completed, is a school leaver of, or is a recent graduate of an approved vocationa/occupational education program.

EMPLOYMENT GUIDANCE & COUNSELING - Group of individual counseling techniques, including interviews and interest aptitude testing, for the purpose of improving job readiness.

EMPLOYMENT PRESCRIPTION - Is a profile developed during the applicant/client assessment process which identifies: 1) the applicant/client level of job readiness, 2) applicant/client responsibilities, and 3) responsibilities of the public education-based job placement program and other programs. The employability prescription should be periodically reviewed by the applicant/client and job placement personnel in order to revise as needed.

FULL-TIME EMPLOYMENT - 35 hours or more per week.

GEOGRAPHIC LABOR MARKET - The geographic area in which workers can generally change jobs without changing residence.

INTERNAL LABOR MARKET - A labor market (usually within an individual firm) characterized by the dominance of institutional rules rather than supply and demand forces.

JOB - A position of employment or a group of similar paid positions requiring some similar attributes in a single operation. Jobs are task outcome oriented and organization centered.

JOB DEVELOPER - The job placement staff person responsible for business and industry contacts in order to identify job openings and secure job orders.

JOB FAIR - A special campaign used to recruit jobs during which a number of employers present information about their business/company and interview applicants/clients.

JOB OPENING - A listing of a position for which there is a potential to hire.

JOB ORDER - A request received from an employer listing a job opening for which there is a potential to hire.

JOB PLACEMENT AREA - The geographical territory which has been designated as a labor market area for the purpose of coordination and delivery of job placement for vocational/occupational education students and completers.

JOB PLACEMENT PROGRAM DIRECTOR/COORDINATOR - A member of the job placement staff who spends the major portion of his or her time performing administrative and coordinative functions for the job placement program.

JOB PLACEMENT SPECIALIST - A member of the job placement staff who interviews applicants/clients and assists them in their job selections by matching the job needs of the employer with interested and qualified job applicants/clients.

LABOR MARKET - The marketplace through which the price and allocation of labor is established.

LEAVER - A student who enrolled in a vocational/occupational education program but left the program before completing a planned sequence of courses as outlined by the public education institution.

LOCAL VOCATIONAL EDUCATION JOB PLACEMENT PROGRAM - A vocational/occupational education job placement program located in a secondary or post-secondary educational agency which is part of the job placement network for the area. The local vocational/occupational education job placement program provides services on a building level.

MRS - "Michigan Rehabilitation Service" of the Michigan Department of Educationa, through a network of 34 field offices, provides necessary vocational rehabilitation services for eligible persons to prepare for and find suitable employment. MRS provides medical and vocational evaluations, vocational counseling, and job placement and follow-up services. Other services such as job training, daily living and transportation assistance, deaf interpreter services, reader services, tools, equipment and occupational licenses may be coordinated through public and private agencies in the community.

NON-TRADITIONAL JOB PLACEMENT - Refers to the placement of a person of either sex in an occupational area presently dominated by the other sex.

OCCUPATION - A group of similar jobs performed in various organizations identified by the type of work being done; i.e., the tasks performed, or also by the human behaviors associated with the job.

OCCUPATIONAL CLUSTER - A group of occupations related through common skills, often accompanied by other shared characteristics such as involvement in producing the same goal and service.

OCCUPATIONAL INFORMATION - Descriptive and quantitative information on the characteristics of occupations and jobs, such as demand and supply, the nature of the occupation, working conditions, personal requirements, licensing, certification and registration requirements, methods of entry and advancement, earnings, and employment profile.

PART-TIME EMPLOYMENT - Less than 35 hours per week.

PERSONAL ADJUSTMENT - Is an intensive therapeutic training period for individual applicants/clients who exhibit personal behavior problems which mitigate successful job entry or retention. This service may be provided by the guidance program.

POST-EMPLOYMENT SUPPORT SERVICES - Is the provision of services which enables the applicant/client to retain employment. The service may be short or long-term and may be initiated by either the employer or applicant/client. In some cases, applicant/client participation may be a condition of continued employment. The nature of the support service may be such that it is advisable or necessary to refer the applicant/client to a community or public agency. The applicant's/client's file should remain open until the specified conditions are met.

PUBLIC AGENCY - A non-educational organization which provides job placement services to a school-aged and/or adult population. For example: MESC, JTPA, Michigan Vocational Rehabilitation Services, and Michigan Department of Social Services.

RELATED PLACEMENT - A job in which the applicant/client utilizes the training received in an approved vocational/occupational education program to complete the majority of his or her work task(s).

SDA - This is an acronym for Service Delivery Area. There are a total of 26 Service Delivery Areas. A Service Delivery Area is a geographically designated entity for purposes of JTPA funding and administration.

SPECIAL JOB IDENTIFICATION CAMPAIGN - Activities used by public education-based job placement programs to recruit/identify a large number of job openings during peak periods of employment demand. These campaigns include activities such as phone-a-thons, telethons, job fairs, etc.

SUCCESSFUL JOB PLACEMENT - Refers to an eligible applicant/client who, as the result of public education-based job services, is interviewed and is hired in either a full-time or part-time job.

TEMPOARY EMPLOYMENT - 150 days or less.

UNDEREMPLOYED PERSON - (1) A person who is working part-time but has been seeking full-time work; (2) A person who is working part-time or full-time in a position below their skill level.

UNEMPLOYED PERSON - A person who is without a job and who wants and is available for work.

VERIFICATION OF EMPLOYMENT - Is the process used by public education-based job placement programs to document the outcome of the referral process.

VOCATIONAL/OCCUPATIONAL EDUCATION JOB PLACEMENT PROGRAM - A public education-based job placement program which consists of those services and support activities which are coordinated at the area and local level to assist students enrolled in, or former students who have completed approved vocational/occupational programs, to actualize their career choices through unsubsidized competitive employment.

WORK ADJUSTMENT - Is an intensive therapeutic training period for individual applicants/clients who have experienced work related problems which prevent successful job entry or retention. This service is often provided by a non-educational agency that employs specialists in behavioral modification. This may be a long-term service.

A CHRONOLOGY OF SIGNIFICANT EVENTS

The following series of events occurred at state and local levels, which reflected a growing awareness of the role public education agencies should play in the provision of formalized job placement.

- **1963** – Vocational Education Act of 1963, Public Law 88-210, providing authorization to use funds for vocational placement.

- **1967** – Michigan Administrative Rules (Section R395.25ld) states that schools operating reimbursed vocational education programs shall provide adequate job placement directly or in combination with the Michigan Employment Security Commission or other appropriate community or state agencies.

- **1968** – Public Law 90-576 of the Vocational Education Amendment continued the authorization for vocational placement.

- **1972** – Title II of the Education Amendments included a provision for the allocation of funds to support job placement.

- **1973** – First Job Placement Annual Conference was held.

- **1974** – Michigan Department of Education, Vocational-Technical Education Service, hired a consultant with the responsibility to initiate development of a statewide job placement program.

  - The first reference to job placement following program completion is reflected in the 1974 State Plan for Vocational Education.

  - Public Act 97 provided authorization for K-12 career education which required local education agencies to plan career education programs.

  - The National Advisory Council on Vocational Education in a study entitled "School-to-Work" states that job placement is a function of schools.

- **1975** – The State Board of Education issued "A Position Paper on School-Based Placement Services" which is the cornerstone for school-based job placement in Michigan.

  - The first edition of the Job Placement Guide was printed as part of the Career Education Handbook to provide guidelines for the development of job placement in public education agencies.

  - Funding for exemplary area job placement projects was initiated.

- **1976** – The Education Amendments of 1976 (Public Law 94-482) continued to make funds available to develop and provide job placement.

  - The Education Amendments of 1976 (Title III, Part C) made federal funds available for career education which included job placement.

  - The Michigan Association of School Placement Personnel (MASPP) was formed to provide a forum for job placement issues and concerns.

EXCERPTS OF RELEVANT LEGISLATION

1963 - **Administration of Vocational Education Rules & Regulations for the Vocational Education Act of 1963** (P.L. 88-210) Section 104.18(a) states that:

> The State plan shall provide for such vocational guidance and counseling personnel and services as are required by the program of instruction pursuant to Section 104.13(k), and describes such provisions on both the State and local levels with information on the types of expenditures to be included and the standards and requirements of vocational guidance and counseling services which are designed to (1) identify and encourage the enrollment of individuals needing vocational education, (2) provide the individuals with information necessary for realistic vocational planning, (3) assist them while pursuing the plan, (4) aid them in vocational placement, and (5) conduct follow-up procedures to determine the effectiveness of the vocational instruction and guidance and counseling program.

1967 - **Michigan Administrative Rules** - Section R395.251(d) reads:

> Vocational guidance and counseling shall identify and encourage the enrollment of students needing vocational education; provide students with information necessary for realistic vocational planning; provide adequate guidance and counseling designed to enable vocational and potential vocational education students to plan realistic programs of vocational preparation; provide adequate guidance and counseling for students enrolled in or anticipating enrolling in a program of vocational education; provide adequate job placement services either directly or in cooperation with the Michigan Employment Security Commission or other appropriate community or state agencies; and carry out systematic follow-up studies of former vocational education students at least annually, or as may be otherwise required by the state board. Local schools participating in a reimbursed program of vocational education shall submit such reports as may be required by the state board relating to vocational guidance and counseling activities and achievements.

1968 - **The Amendments to the Vocational Education Act of 1963** (P.L. 90-576) Part D - Exemplary Programs and Projects - Section 141 says that:

> The Congress finds that it is necessary to reduce the continuing seriously high level of youth unemployment by developing means for giving the same kind of attention as is now given to the college preparation needs of those young persons who go on to college, to the job preparation needs of the two out of three young persons who end their education at or before completion of the secondary level, to many of whom face long and bitter months of job hunting or marginal work after leaving school. The purposes of this part, therefore, are to stimulate, through Federal financial support, new ways to create a bridge between school and earning a living for young people, who are still in school, who have left school either by graduation or by dropping out, or who are in post-secondary programs of vocational preparation, and to promote cooperation between public education and manpower agencies.

1974 - **Public Act 97**

Sec. 2. As used in this act:

(a) "Career education" means programs for K-12 students designed to create career awareness, orientation, exploration, planning, preparation, and placement, to maximize career options available, and to provide comprehensive career development. In addition, "career education" shall provide for the full development of students to gain maximum self-development and fulfillment from career preparation and choice, and to maximize the capabilities of students to explore, analyze, prepare for, gain entry to, and succeed in career choices.

Sec. 7. Beginning with the 1975-76 school year each local educational agency shall have a comprehensive career education plan and shall establish performance objectives. Each local educational agency shall annually thereafter evaluate and make recommendations for its comprehensive career education program utilizing guidelines and goals recommended by the state board of education, the planning district's plan, and the local educational agency's performance objectives and plan.

1976 - **Education Amendments of 1976** (P.L. 94-482) Section 120 - Subpart 2 reads:

placement services for students who have successfully completed vocational education programs, subject to the restriction contained in paragraph (2);

Section 130 - Subpart 3:

provision of educational and job placement services, including programs to prepare individuals for professional occupations or occupations requiring a baccalaureate or higher degree, including follow-up services;

Title III - Part C - Career Education and Career Development

Purpose - Section 331:

It is the purpose of this part to provide Federal assistance to States to enable them to plan for the development of career education and career development programs and activities for individuals of all ages, and to plan for the improvement of existing programs and activities, in the areas of awareness, exploration, planning, and decisionmaking of individuals served with regard to career opportunities and career development throughout the lifetimes of such individuals, through...

(4) planning for the demonstration of the best of the current career education and career development programs and practices by planning to develop and test exemplary programs and practices using various theories, concepts, and approaches with respect to career education and through planning for a nationwide system to regional career education centers;

(6) developing State and local plans for implementing programs designed to ensure that every person has the opportunity to gain the knowledge and skills necessary for gainful or maximum employment and for full participation in our society according to his or her ability.

Use of Funds - Section 334(5) reads in part as follows:

> fostering cooperative arrangements with such community groups and agencies as the public employment services, vocational rehabilitation service, community mental health agencies, education opportunity centers, and other community resources concerned with vocational development guidance and counseling, in order to avoid unnecessary duplication in the provision of services in the community or area to be served; and

1978 - Public Act 536 which became Section 380.1233a of the Michigan School Code states that:

> (1) Counseling or guidance staff employed by a school district, which for purposes of this section may include non-certified, non-endorsed personnel, shall devote an appropriate portion of working time and effort to employment counseling and placement services for pupils 16 to 19 years of age who do not intend to enroll in an institution of higher education after graduation from high school or who require or desire employment in conjunction with their continued education.
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> (2) A school district may enter into an agreement with one or more school districts, with the intermediate school district to which the school district is constituent, or with any other appropriate unit of local government to establish a joint or cooperative employment counseling or placement service. Upon the request of a school district, the Michigan Employment Security Commission, the Department of Labor, or any other appropriate state agency shall provide assistance in establishing or conducting the service. A school district operating a placement service shall not be subject to Section 6 of Act No. 301 of the Public Acts of 1974, being Section 338.2006 of the Michigan Compiled Laws, and shall not charge a fee or any other consideration.

1984 - Carl D. Perkins Vocational Education Act (P.L. 98-524) Title II - Part A - Section 201(i)(2) reads:

> Vocational education services may include placement services for students who have successfully completed vocational education.

Section 204(a) reads:

> The State Board shall provide assurance that....(1) equal access will be provided to handicapped and disadvantaged individuals in....placement activities.

Title II - Part B - Section 251(a) reads:

> ....each state may use funds available to meet the needs identified in the State Plan for....(18) placement services for those who have completed vocational education programs....

Title I - Part B - Section 113(a(3) reads:

> In developing the state plan, the state shall (D) assess the quality of vocational education in terms of....(iii) the capacity of programs to use the school-to-work and secondary-to-postsecondary transition;....

Title V - Part B - Section 521 as used in this Act reads:

....(4) the term career guidance and counseling means those programs (A) which pertain to the body of subject matter and related techniques and methods for the development in individuals of.... placement skills.

MICHIGAN STATE BOARD OF EDUCATION
STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW

The Michigan State Board of Education complies with all Federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of the Michigan State Board of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap shall be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education.